



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **16K308**

School Name: **PS 308**

Principal: **GEORGE PATTERSON**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Clara Cardwell School Number (DBN): 16K308
School Level: Elementary/Middle Grades Served: pK-8
School Address: 616 Quincy St Brooklyn, NY 11221
Phone Number: 718-574-2373 Fax: _____
School Contact Person: George Patterson Email Address: Gpatter@schools.nyc.gov
Principal: George Patterson
UFT Chapter Leader: Peter Allong
Parents' Association President: Lawana King
School Leadership Team
Chairperson: Sybil Schloss
Student Representative(s): _____

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 1010 Lafayette Ave Brooklyn, NY 11221
Superintendent's Email Address: esantiago@schools.nyc.gov
Phone Number: (718) 574-2834 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: _____
Network Number: 112 Network Leader: Kathy Pelles

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)
George Patterson	*Principal or Designee	
Peter Allong	*UFT Chapter Leader or Designee	
Lawana King	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sybil Schloss	Member/ teacher	
Jabari Edwards	Member/ assistant principal	
Irmadis Gale	Member/ parent	
Susana Clarly	Member/ parent	
Kemba Booth	Member/ parent	
Brent Mellis	Member/ teacher	
Marina Darling	Member/ teacher	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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.

1. Our students benefit from a creative environment that allows them to express their talents through a variety of mediums. Parents are drawn to our school because our staff fosters a sense of partnership and community. We collaborate to create goals for our students both inside and out of the classroom. We expose our students to the highest level of technology in our state-of-the-art computer labs and provide special enrichment opportunities, such as Chess and swimming lessons at the YMCA. We also partner with the Sports and Arts in Schools Foundation to offer our middle school students a multitude of engaging after school activities. Our focus at P.S. 308 is to foster a lifelong love of learning within our students. We are the "Best of the Brightest" in the heart of Brooklyn.

2. In two years, our school has transformed from one of the lowest performing schools in District 16 to one of the highest performing in ELA. We have a brand new gymnasium and auditorium, as well as two new computer labs. We continue to develop innovative solutions to the socioeconomic challenges our students are faced with every day. With support from our community, we are making progress at PS 308.

3. Last year, we made the most growth in Tenet 3 (Curriculum Development and Support). We were rated Excellent for Student Improvement on the ELA exam, according to the School Quality Snapshot. This year, our focus will be again on Tenet 3. We will increase the rigor of our instruction Math, in order for our students to improve their problem solving and critical thinking skills.

16K308 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	438 SIG Recipient N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A # Integrated Collaborative Teaching N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	9	# Music	N/A # Drama N/A
# Foreign Language	N/A	# Dance	N/A # CTE N/A
School Composition (2013-14)			
% Title I Population	90.6%	% Attendance Rate	89.7%
% Free Lunch	90.2%	% Reduced Lunch	4.3%
% Limited English Proficient	4.8%	% Students with Disabilities	30.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.1%	% Black or African American	80.9%
% Hispanic or Latino	15.4%	% Asian or Native Hawaiian/Pacific Islander	2.2%
% White	0.2%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.75	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	8.65
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	21.1%	Mathematics Performance at levels 3 & 4	9.1%
Science Performance at levels 3 & 4 (4th Grade)	50.0%	Science Performance at levels 3 & 4 (8th Grade)	26.3%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	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	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
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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# Special Classes	N/A	# SETSS	N/A # Integrated Collaborative Teaching N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	9	# Music	N/A # Drama N/A
# Foreign Language	N/A	# Dance	N/A # CTE N/A
School Composition (2013-14)			
% Title I Population	90.6%	% Attendance Rate	89.7%
% Free Lunch	90.2%	% Reduced Lunch	4.3%
% Limited English Proficient	4.8%	% Students with Disabilities	30.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.1%	% Black or African American	80.9%
% Hispanic or Latino	15.4%	% Asian or Native Hawaiian/Pacific Islander	2.2%
% White	0.2%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.75	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	8.65
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ELA Performance at levels 3 & 4	21.1%	Mathematics Performance at levels 3 & 4	9.1%
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Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	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	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
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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% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			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			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> 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. 		
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.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. 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. 		
<ul style="list-style-type: none"> Strengths: We have created a data driven culture based on student needs, assessments and analysis. Using data from multiple sources including the NYS ELA Test itemized analysis, in house assessments such as Rally, Edperformance, and teacher designed performance tasks, we have created strategic action plans across grade bands that target the specific needs of individual students in ELA. Additionally, our school leadership facilitates the development and implementation of rigorous, Common Core aligned curricula. Teachers effectively ensure that ELA unit and lesson plans are aligned to the CCLS, and use a range of complex texts to stimulate thinking, questioning, and discussion. As a result, we increased the amount of students scoring a level 3 in ELA by 8% on the 2014 NYS ELA exam (2013-2014 School Quality Snapshot, ELA Unmatched Assessment Results for Students in GRADES 3-8 NYSED) Priority Needs: We are in the process of developing the same data driven culture in math. This year we will focus on using data from multiple sources to create strategic action plans across grade bands to target the specific needs of individual students. We are focusing on aligning Math curricula to the CCLS, and building students’ deep conceptual understanding and knowledge around specific content. a result, we expect to lift the instructional level of students in Math on the 2015 NYS Math exam (2013-2014 School Quality Snapshot). 		

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, all teachers, will implement targeted instructional strategies, CC aligned tasks and examination of rigorous texts, that will result in changes on the NYS Math and ELA Exams in the following manner:

Math:

10% decrease in the number of students scoring at a Level 1

8% increase in the number of students scoring at a Level 3

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>1. Professional Development: CFN 112 will conduct monthly workshops for all mathematics teachers to strengthen pedagogy and curriculum alignment with the Common Core Learning Standards.</p> <p>2. Teachers used the Item Analysis from the 2014 ELA and Math exams to identify school and grade wide trends, as well as class specific standards with which students had the most difficulty last year. Teachers then modified existing units of study to reflect an increased study of these particular standards.</p> <p>3. Based on the results of EdPerformance benchmark exams, teachers in grades 3-8 use Lexile scores to purposefully match text to readers when planning lessons. As a result, students will be actively engaged in the close reading of rigorous texts that are within their zone of proximal development.</p> <p>4. The School Inquiry Team will use school wide data to effectively organize Academic Intervention Service groups based on students' needs.</p> <p>5. We will implement Expanded Learning Programs three times per week after school for grades 3-8 in ELA and Math. We will also hold a Saturday Academy program for our lowest one third and ELL students.</p> <p>6. We have launched the Reading Recovery Program the lowest 20% of students in first grade. This intensive, data driven program provides daily one on one intervention for a 20 week cycle with a trained Reading Recovery teacher.</p>	<ol style="list-style-type: none"> 1. K-8 math teachers 2. 3-8 teachers 3. K-8 teachers 4. Inquiry Team 5. Teachers grades 3-8 6. Reading Recovery teacher, 1st grade teachers 	<ol style="list-style-type: none"> 1. 9/2014-6/2015 2. 9/2014-ongoing 3. 9/2014-ongoing 4. 11/2014-6/2014 5. 1/2015-5/2015 6. 9/2014-6/2015 	<ol style="list-style-type: none"> 1. Implementation and Oversight: Assistant Principals 2. Implementation: 3-8 teachers. Oversight: Assistant Principals 3. Implementation: 3-8 teachers. Oversight: Assistant Principals 4. . Implementation: Inquiry team Oversight: Principal 5. Implementation: 3-8 teachers. Oversight: Assistant Principals 6. .Implementation Grade 1 teachers Oversight: Assistant Principal

<p>Strategies to address the needs of subgroups: We are developing an intervention program where small groups of students in the lowest third, ELLS, and students with disabilities work with middle school teachers during their administrative periods for targeted skills practice.</p> <p>We are extending the practice of providing on-going feedback to students about their progress by increasing the use of rubrics and feedback. This will strengthen their ability to self-assess and track their own progress, as well as identify learning strategies that will enable them to meet the teacher’s feedback.</p>	Lowest third, ELLS, students with disabilities	December 2014- June 2015	George Patterson, Principal
<p>Strategies to increase parent involvement We will offer monthly parent workshops specifically in math during the Parent Involvement Tuesdays.</p>	Parents of students K-8	January 2015-June 2015	Parent Empowerment Team
<p>Activities to increase trust We will highlight Ah-ha moments from staff members at each monthly math workshop, in order to celebrate success in mathematics instruction as well as to support the belief that we are all in the learning process as we move toward excellence.</p>	MS and K-5 math teachers	January 2015-June 2015	Jarbari Edwards, Joan Pantin, Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> Staff developers- CFN 112 Teacher- Regular school day Teacher- regular school day Inquiry Team- 8 teachers x 30 sessions x 2 hours/ session x teacher per session rate (Rally Rehearsal Materials) ELT- 10 teachers x 18 weeks x 6 hours per week (Rally! Rehearsal Materials) ELT- 6 teachers x 10 weeks x 6 hours per week (Rally! Rehearsal Materials) ELT- 1 supervisor x 18 weeks x 6 hours hours per week Teacher-regular school day (Supplies: student writing journals, corrective tape)

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>
<ol style="list-style-type: none"> 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.
Rally Mock ELA and Math Exams (benchmark). By January 2015, we expect to decrease the amount of level 1 students in math by 5% school wide, and increase the amount of level 3 students in Math by 4%; and decrease level 1 students in

ELA by 3%, and increase level 3 students in ELA by 4%.

Part 6b. Complete in February 2015.

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

Yes

x

No

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

We will administer another Rally exam in March to determine progress.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Strengths: We have several partnership programs that address students’ social and emotional needs such as Hip Hop Health, Cook Shop, swimming with the YMCA, SASF after school, and the Tru School urban education program. 70% of students reported that they agree or strongly agree that PS 308 offers a wide enough variety of programs, classes, and activities to keep them interested in school, and 93% of parents reported the same (2014 School Survey Report). Our Dean is an integral part of our social emotional support to students and our supportive school culture. This Dean has the expertise to help students to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. This includes self-awareness, control of impulsivity, working cooperatively, and caring about oneself and others. Dean Drucker leads our efforts in character education and social and emotional education which aspire to teach our students to be good citizens with positive values and to interact effectively and behave constructively.

Priority Needs: According to the Learning Environment Survey, 29% of our students disagree or strongly disagree that our school offers a wide enough variety of programs, classes, and activities to keep them interested in school. We need to increase the amount of programs and activities that we have to keep students interested beyond academics.

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.

Three times per week, students will participate in programs that enhance their social and emotional health, and connect academic skills to authentic life experiences, in order to increase the amount of students who agree that PS 308 offers a wide enough variety of programs, classes, and activities to keep them interested in school by 20% on the 2015 School Survey in May 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ol style="list-style-type: none"> 1. Hip hop health- after school dance program for middle school students keep students actively engaged in physical activity after school. 2. Cook Shop- provides Pk-2 grade students and parents the opportunity to create healthy meals at school. 3. YMCA swimming for second graders teaches students a valuable skill and gives them the opportunity to make connections with people in the community. 4. Tru School urban education program improves student literacy and self respect by connecting history and culture. 5. CHAMPS basketball program gives students an incentive to come to school early and stay late, as well as to do well in classes. 6. Themed school wide evening events give students opportunities to perform on stage in theater and dance, as well as to play musical instruments. 7. Special mentorship program for at risk middle school students (including once per week group share, special writing and reading discussions, trips, and additionally counseling services as necessary). 8. Partnership with the Sports and Arts School Foundation 9. Musical Instrument Training after school open to students grades 5-8 10. Fashion Design after school open to students grades 	<ol style="list-style-type: none"> 1. Grades 6-8 2. Grades K-2 3. Grade 2 4. Grades 6-8 5. Grades 5-8 6. Grades pK-8 7. Emotionally at risk middle school students 8. Middle school students 9. Students grades 5-8 10. Students grades 3-8 11. Students grades 3-8 	<ol style="list-style-type: none"> 1. January- June 2015 2. December 2014- March 2015 3. September- June 2015 4. February- June 2015 5. September 2014- June 2015 6. December 2014, February 2015, June 2015 7. December 2014- June 2015 8-12: Sept 	<ol style="list-style-type: none"> 1. Implementation: SASF; Oversight: Assistant Principals 2. Implementation: teachers grades K-2; Oversight: Ms. Pantin, AP 3. Implementation: Grade 2 teachers, YMCA staff; Oversight: Ms. Pantin, AP 4. Implementation: Shango Blake, T.R.U. SK consultants, middle school ELA and social studies teachers; Oversight: Mr. Edwards, AP 5. Implementation: PE teachers; Oversight: Mr. Patterson, Principal 6. Implementation: pK-8 staff; Oversight: Principal 7. Implementation: volunteer staff

<p>3-8</p> <p>11. Theater for students grades 3-8</p> <p>12. Dean: focuses on developing self respect, discipline, anger management skills, and impulsivity control in at-risk students.</p>	<p>12. At risk students grades 5-8</p>	<p>2014- June 2015</p>	<p>grades 7-8.</p> <p>Oversight: Mr. Patterson, Principal</p> <p>8. Implementation: SASF staff, selected teachers grades 7-8.</p> <p>Oversight: Mr. Patterson, Principal</p> <p>9. Implementation: Ms. Maxwell</p> <p>Oversight: Mr. Patterson, Principal</p> <p>10. Implementation: Mr. Campbell</p> <p>Oversight: Mr. Patterson, Principal</p> <p>11. Implementation: Ms. Maxwell</p> <p>Oversight: Mr. Patterson, Principal</p> <p>12. Implementation: Mr. Drucker, Dean</p> <p>Oversight: Mr. Patterson, Principal</p>
<p>Strategies to address the needs of sub groups:</p> <p>We are targeting a specific sub group of emotionally at risk students to participate in a specialized counseling and mentoring program, as well as to get students involved in one non academic activity they are interested in, in order to build self esteem and attendance at school.</p>	<p>Identified emotionally at risk students</p>	<p>November 2014- June 2015</p>	<p>Implementation: volunteer staff grades 7-8. Oversight: Mr. Patterson, Principal</p>
<p>Strategies to increase parent involvement:</p> <p>We invite parents to attend concerts and to volunteer with activities. We also invite parents to catered events throughout the year, including Black History Month and Juneteeth celebrations. We invite parents to attend monthly attendance meetings. This ensures that parents are deeply connected to the academic and extra curricular activities as PS 308, and that they support their children in non academic endeavours.</p>	<p>All parents, particularly parents of students who are chronically late or absent.</p>	<p>September 2014- June 2015</p>	<p>Implementation: Attendance coordinator, teachers pk-8; Oversight: Assistant Principals, Principal</p>
<p>Activities that increase Trust:</p> <p>Teachers with special talent or interest in extra curricular activities beneficial to students are recruited to lead and support students in those specific activities (i.e. band and dance) . This helps ensure that students receive quality instruction in high-interest activities.</p>	<p>Pk-8 students</p>	<p>September 2014-June 2015</p>	<p>Implementation: pK-8 staff; Oversight: Assistant Principals</p>

Part 4 – Resources Needed

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

- 1. SASF afterschool Title 1
- 4. Consultants- \$10,000 PF Set aside (Tru School program)
- 6. PTA
- 7. 8 teachers x per session rate x 10 weeks x 2 hours/week
- 9-11. 2 teachers x per session rate x 10 weeks x 4 hours/week
- 12. F Status Dean salary \$35,674

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

In February, we will calculate the percentage of our student body that participates in extra curricular after school activities. Our target is to have 90% of students participating in high-interest activities.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
We are at 67% currently. We will continue to add programs and encourage student participation.					

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Strengths: Teachers use a variety of data sources to inform lessons. Teachers use data to create SMART groups based on instructional needs and then develop a plan across grades to determine the best instructional practices to meet the needs of particular groups. Also, The school aligns curricula to the Common Core Learning Standards to cognitively engage all students in learning and higher-order skills (2014 Priority and Focus School Quality Review Full Report).

Priority Needs: We need to deepen the work on questioning and discussion techniques by using lesson plans that incorporate high levels of text and content complexity in alignment to the Common Core Learning Standards and integrate the instructional shifts to elevate the thinking of all students (Focus and Priority Schools Quality Review 2014)

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 2014, 100% of teachers will use questioning techniques and protocols which are consistent throughout the school, thereby increasing student engagement in the examination of rigorous text, argumentative writing, in order to decrease the amount of level 1 students in math by 10% school wide, and increase the amount of level 3 students in

Math by 8%; and decrease level 1 students in ELA by 6%, and increase level 3 students in ELA by 8% by April 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> 13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 14. 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). 15. Strategies to increase parent involvement and engagement 16. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> 1. Extend the Danielson Framework 3b Labsite to include all teachers at PS 308 (teacher led workshops on questioning and discussion) 2. PD creative school services (math consultants) 3. Professional Reading and Discourse: <i>Thinking Through Quality Questioning</i> by Jackie Acree Walsh and Beth Dankert Sattes 	<ul style="list-style-type: none"> • pK-8 teachers • Math teachers • pK-8 teachers 	<ul style="list-style-type: none"> • January –June 2015 • January –June 2015 • November 2014- February 2015 	<ul style="list-style-type: none"> • Implementation: Labsite teachers; Oversight: Assistant Principals • Implementation: CCS consultants; Oversight: Assistant Principals • Implementation: Labsite teachers; Oversight: Assistant Principals
<p>Strategies to address the needs of sub groups</p> <p>We will implement several specific questioning and discussion protocols school wide to ensure each student has multiple opportunities to ask/answer questions and discuss text before being responding in writing or performing an assessment.</p>	<p>SwD, ELLs, lowest third</p>	<p>November 2014-June 2015</p>	<p>Implementation: Labsite teachers; Oversight: Assistant Principals</p>
<p>Strategies to increase parent involvement and engagement</p> <p>We will invite parents to come observe</p>	<p>parents</p>	<p>November 2014-June 2015</p>	<p>Implementation: Labsite teachers; Oversight: Assistant Principals</p>

whole class conversations and other discussion protocols. We will also develop workshops for parents on asking quality questions.			
Activities that address the element of Trust We will conduct interclassroom visitations to observe protocols as we are learning as a school community how to implement them effectively.	PK-8 teachers	November 2014-June 2015	Implementation: Labsite teachers; Oversight: Assistant Principals

Part 4 – Resources Needed

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

1. Schedule adjustments: Morning 2 period workshops for rotating groups of teachers 4 days per month. Teachers will need to be covered in order to receive training on Questioning and Discussion Techniques.
2. PF set aside Consultants: \$10,000
3. Monday Pd professional discourse groups (once per month)

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Rally Mock ELA and Math Exams (benchmark). By January 2015, we expect to decrease the amount of level 1 students in math by 5% school wide, and increase the amount of level 3 students in Math by 4%; and decrease level 1 students in ELA by 3%, and increase level 3 students in ELA by 4%. If teachers are aligning instruction with Danielson 3b and using effective questioning and discussion protocols, student scores should increase on reading and math comprehension exams. If the emphasis on questioning and discussion does not positively impact student learning outcomes, we will need to revise our focus.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
We will administer another Rally exam in March to determine progress.				

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.	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: School leaders carefully monitor data and when problems become evident, create teams to address issues. For example, when attendance dropped and lateness increased, school leaders formed an attendance team to create incentives for students to come to school and address lateness problems with parents. School leaders use the Danielson framework to collect low inference data and confer with teachers to improve their practice. The principal makes effective organizational decisions and uses resources in support of school-wide goals to improve student outcomes. (1.3) The principal has funded academic intervention services for all learners. Saturday school and after school programs are held for students in grades 3-8. The lower grades also participate in an after-school program twice a week. A specific group of first graders have been working with the Reading Recovery Program—a partnership the school has with New York University (NYU). This has resulted in significant success in reading comprehension and literacy skills that lead to college and career readiness. (2014 Priority and Focus School Quality Review Report).

Priority Needs: 2.4: Leaders need to continue to monitor and support pedagogy through on-going observation cycles and actionable feedback to teachers based on observation data and promote self-reflection as a means to set the stage for teachers to self-determine their next level of support according to their needs (2014 Priority and Focus School Quality Review Report).

Priority needs: Strengthen the established tracking of school-wide goals and planning documents to drive school improvement efforts that will result in clear expectations for student achievement and student learning outcomes. (3.1) Goals must be more consistently reviewed, monitored, and revised (2014 Priority and Focus School Quality Review Report).

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.

School leaders will use the ADVANCE observational system to help teachers **set and track** goals for individual students, classes, and for their own pedagogy. By March 2015, administrators will conduct monthly meetings with each teacher to track goals and determine next steps using student data in order to decrease the amount of level 1 students in math by 10% school wide, and increase the amount of level 3 students in Math by 8%; and decrease level 1 students in ELA by 6%, and increase level 3 students in ELA by 8% by April 2015.

Part 3 – Action Plan

Activities/Strategies:	Target Group(s)	Timeline	Key Personnel
<p>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"> 4. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 5. 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). 6. Strategies to increase parent 	<p><i>Who will be targeted?</i></p>	<p><i>What is the start and end date?</i></p>	<p><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

involvement and engagement 7. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • PD in Advance for administrators with NYCDOE instructional coach • PD on Advance system (for teachers) • PD on CCSS with Creative School Services Consultants 	<ul style="list-style-type: none"> • Administration • PK-8 teachers • PK-8 teachers 	<ul style="list-style-type: none"> • 11/14-6/15 • 9/14-6/15 • 1/15-6/15 	<ul style="list-style-type: none"> • Implementation/Oversight: Administration • Implementation/Oversight: Administration • Implementation/Oversight: Administration
Examination of needs and progress of students in subgroups is targeted part of the post observation feedback discussion	<ul style="list-style-type: none"> • Pk-8 teachers 	<ul style="list-style-type: none"> • 9/14-6/15 	<ul style="list-style-type: none"> • Implementation/Oversight: Administration
<ul style="list-style-type: none"> • Professional Development workshops with teachers and parents on Danielson Framework will develop a common language and set of expectations with all stakeholders in the school community. 	<ul style="list-style-type: none"> • parents of Pk-8 students 	<ul style="list-style-type: none"> • 1/15-6/15 	<ul style="list-style-type: none"> • Implementation/Oversight: Administration
Providing thorough PD and materials for teachers balances expectations with support. We work together to identify target areas for additional PD through interclass visitations and professional discourse.	<ul style="list-style-type: none"> • PK-8 teachers 	<ul style="list-style-type: none"> • 9/14-6/15 	<ul style="list-style-type: none"> • Implementation/Oversight: Administration

Part 4 – Resources Needed

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

1. PF set aside- Consultants (Creative School Services) \$10,000
2. Schedule adjustments: coverages for workshops during the school day throughout the year (5 days x 4 periods/ day)

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

Rally Mock ELA and Math Exams (Pre exam): January 2015. We expect to decrease the amount of level 1 students in math by 5% school wide (the lowest third); and decrease level 1 students in ELA by 3% (the lowest third). If feedback is actionable and teachers are implementing it, we expect to see students in the lowest third increase their performance by January 2015 .

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
We will administer another Rally exam in March to determine progress.				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Strengths: According to the 2013-2014 School Survey, 94% of parents agreed or strongly agreed that PS 308 keeps them informed about what their child is learning. 96 % of parents agreed or strongly agreed that PS 308 keeps them informed about services for them or their child, such as tutoring, after-school programs, or workshops at school. and makes them feel welcome. 95% of parents agreed or strongly agreed that PS 308 keeps them informed about their child’s academic progress.

Priority Needs: 6.4. We need to expand the partnerships with community-based organizations to increase the supports provided to students academically, socially, and emotionally according to a unified focus by which all partners, staff, parents and students can be identified as fundamental members of this school community (Priority and Focus Quality Review 2014). Also, according to the School Survey 2014, only 17% of parents report that they have been invited to an event at the school more than 5 times per year.

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.

Using sign in sheets to track attendance, 50% of parents will participate in **monthly** activities that foster partnerships with the school to promote student learning, provide information and resources regarding student academic and emotional health, in order to increase the percentage of parents that report that they have been invited to an event at their child's school (including workshops, classes, performances, trips, and volunteer opportunities) more than 5 times per year by 20% on the 2015 School Survey Report in May 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • We offer a variety of workshops during parent empowerment Tuesdays, including homework routines, incentive systems, healthy parents/healthy children, the Danielson Framework/what good instruction should look like, and Preparing for the ELA assessment. Workshops take place twice per month. • We use an automated telephone system to efficiently notify parents of activities, meetings, or changes in the school day. • We celebrate the innovation and success of parents in the community by featuring a parent of the month. • Our Family workers arrange specialized trips and celebrations for students and families with excellence in attendance. • The PTA is working to implement GED and computer training courses for families in our community. • Classroom mothers volunteer to work with teachers and students to host special celebrations. • We partner with the Learning Leaders program, which trains volunteers to provide individualized instructional support and other school-based support, and by empowers parents to foster their children's educational development. 	<ul style="list-style-type: none"> * All parents * All parents * All parents * Families of students with excellence in attendance * All families and community volunteers 	<ul style="list-style-type: none"> * 9/14-6/15 * 9/14-6/15 * 9/14-6/15 * 9/14-6/15 * 9/14-6/15 	<ul style="list-style-type: none"> * Teachers, Family Workers, Administration * Family Workers, Administration * Family Workers, Administration * Family Workers, Administration * Family Workers, PTA,Administration * Family Workers, PTA,Administration
<ul style="list-style-type: none"> • Our SIT team works with teachers and families of high risk students to develop specialized behavior and academic plans tailored to meet students' needs. 	<ul style="list-style-type: none"> *families of students with special needs 	<ul style="list-style-type: none"> * 9/14-6/15 	<ul style="list-style-type: none"> * SIT team
<p>See above</p>			
<ul style="list-style-type: none"> • We invite parents to evening events and activities including holiday and cultural celebrations. Events include dinner and student musical and dance performances. Parents and teachers have the opportunity to celebrate students in a non- 	<ul style="list-style-type: none"> * All parents 	<ul style="list-style-type: none"> * 9/14-6/15 	<ul style="list-style-type: none"> *Teachers, Administration, School Staff

threatening environment, which builds trust and strengthens relationships.			
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Part 4 – Resources Needed

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

- * Teachers need appropriate literature and activities for families to match work shop topics including books and articles and media tools, ranging from \$200-\$400 per classroom.
- * Parent Coordinator and Family Workers need financial resources to provide special dinners and trips for families of students with excellent attendance.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

We will conduct a parent satisfaction survey similar to the School Survey in January 2015 to determine how satisfied parents are with the school’s parent engagement and instruction. Our goal is to have 20% of parents report that they have been invited to events at the school more than 5 times so far this year.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
We will conduct a survey March to determine progress.				

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ISA 2014 ELA Exam, Rally Rehearsal Item Skills Analysis	Intensive Skills based Reading and Writing	Small group	3 days/ week after school (6 hours total), Saturdays 4 hours
Mathematics	ISA 2014 Math Exam, Rally Rehearsal Item Skills Analysis	Intensive skills based remediation	Small group	3 days/ week after school (6 hours total), Saturdays 4 hours
Science	Formative and Summative Assessments (Level 1-2)	Intensive skills based remediation	Small group	3 days/ week after school (6 hours total), Saturdays 4 hours
Social Studies	Formative and Summative Assessments (Level 1-2)	Intensive skills based remediation	Small group	3 days/ week after school (6 hours total), Saturdays 4 hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SIT team recommendation	Counseling	Small group or one on one	During the school day

Section 7: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found

For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

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

- Teachers are allotted 60 minutes weekly to plan in content areas. During these sessions, teachers create unit plans, plan cohesive lessons, share best teaching practices, research and share resources, analyze data, create short term goals using current data, discuss student progress and receive professional development.
- Teachers meet weekly to discuss grade wide concerns, including academic, attendance, and behavioral concerns. Teachers create action plans to solve problems on a grade wide, as well as individual student basis.
- Teachers are provided with immediate, constructive feedback using the Danielson framework, after both formal and informal observations, with the intention to build upon areas of strength and improve areas of weakness.
- Teachers are interviewed by a team of administrators and teachers to ensure a positive cultural fit.
- Teachers with proven track records as indicated by ratings, and student progress are recruited.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Teachers are given multiple professional development opportunities through both private consultants visiting the school, and programs outside of the building. Teachers are also given access to attend high quality Common Core professional development weekend sessions through Creative School Services, as well as access to PD 360 for self selected Professional Development.
- Additionally, PS/IS 308 follows the Ed Camp theory of staff development. We are developing an inhouse Teacher Training Institute, whereby teams of teachers collaborate around a common pedagogical strength or interest, attend outside workshops and then turnkey information to the staff. These teacher team members act as resources for the entire staff and participate in instructional walks.

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.).

The pre-K teachers work closely with the kindergarten teachers to align curriculum to create a smooth transition into elementary school for children. Pre-Kindergarten teachers have skill and experience teaching grades K-1, which contributes to overarching connectivity across PK-1 grade bands. Pre-K, kindergarten, and Grade 1 students participate in field trips together, giving students and parents an opportunity to build relationships with current and future teachers and parents in the community. Beginning in the spring, Pre-K students and parents visit Kindergarten classrooms to meet new teachers and get exposed to the expectations of Elementary school.

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 work in teams to create performance tasks as well as formative assessments across a grade. Additionally, teachers were trained in the Rally! assessment system and received professional development in how to use data to group students and target specific skill deficiencies. Teachers have also received training in administering and interpreting data from EdPerformance, as well as how to use available online resources to support students' targeted needs.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$408,419	x	10-11, 14
Title I School Improvement 1003(a)	Federal	\$0		

Title I Priority and Focus School Improvement Funds	Federal	104,433	x	10-11, 14
Title II, Part A	Federal	\$98,659	x	10-11, 14
Title III, Part A	Federal	\$0		
Title III, Immigrant	Federal	\$0		
Tax Levy (FSF)	Local	\$2,892,224		10-11,14

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/MS 308**, 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. **PS/MS 308** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

PS/MS 308, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 16	Borough Brooklyn	School Number 308
School Name Clara Cardwell		

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 George Patterson	Assistant Principal Joan Pantin
Coach type here	Coach type here
ESL Teacher Ms. Lorianne Taylor	Guidance Counselor Ms. Bailey
Teacher/Subject Area Ms. Gomez	Parent type here
Teacher/Subject Area Ms. Clarke	Parent Coordinator Mr. Thomas
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	464	Total number of ELLs	20	ELLs as share of total student population (%)	4.31%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1	1		3	2	2	2	2	2					15
SELECT ONE														0
Total	1	1	0	3	2	2	2	2	2	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	8
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	3

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

	ELLs by Subgroups									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	6		2	8		4	6		3	20

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	6	0	2	8	0	4	6	0	3	20
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				2	2	1	1	3	3					12
Chinese														0
Russian														0
Bengali		1			1	1								3
Urdu														0
Arabic														0
Haitian														0
French					1	2								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1		1								2
TOTAL	0	1	0	3	4	5	1	3	3	0	0	0	0	20

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)	0					1		1						2
Intermediate(I)		1		2	3			1	2					9
Advanced (A)				1		4	1	1	1					8
Total	0	1	0	3	3	5	1	3	3	0	0	0	0	19

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school uses E-CLAS-2 Assessment to assess the ESL students in grades K-2. Ed Performance and Rally Rehearsals in Reading are used in grades 3 -8. The data from these assessments helps in grouping the students according to their levels. The teachers will then tailor their instructional plans according to the needs of the students. This will then give support to their writing/ reading/speaking and

listening skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data shows that our newcomers and SIFE ELLs need additional help in basic phonemic awareness and word recognition skills. Our students in the testing grades are mostly performing at levels 1 and 2 in ELA and Mathematics. They are struggling with higher order reading comprehension skills. Drawing conclusions, main idea, context clues and inferencing continue to be the areas in need of improvement. The information from the data has been used to implement a variety of intervention programs that will help students improve their reading and writing scores in ELA and Mathematics.
NYSESLAT
The NYSESLAT data shows that ELLs are making 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. Some of the ELLs Special Education students who have not improved have difficulty in writing and reading comprehension.
After a review of the NYSESLAT data, the patterns revealed the following:
Most students have better scores in listening and speaking, all students experience difficulties in reading and writing. This is the case of the ELLs at the intermediate and advanced.
The ESL teacher reviews the results from these assessments from the previous year in the modalities which are reading, listening writing and speaking to assess each learner's progress. It was concluded that students fall behind in the writing due to the lack of vocabulary and syntax miscues. This occurs because of their native language syntax is different and transferring this is difficult for the students.
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 [AMAQ tool](#))
N/A
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Currently our school is not parting in the ELL Periodic Assessments. This assessment we will look into in the future.
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](#).)
The school uses the data from E-CLAS-2, Ed. Performance and Rally to plan instruction for those students who are deficient in reading and writing. The Rally and Ed Performance mirror the state examination. These tests give the students practice on the format of the examination. The results from these tests are used by the teacher to plan instruction and to group these students. The teacher looks at the skills to see where the students are deficient from those examinations. Most of the instruction is done individually or in small groups by the teacher based on the analysis of the result.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher works closely with the classroom teacher incorporating small group instruction to reinforce and develop specific skills related to language acquisition and comprehension. The ESL teacher maintains ongoing communication with the classroom teachers and other support services regarding each student. The history of the child's background is taken into consideration and all content subject teachers differentiate their instruction to meet the needs of the ELL students.
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.).
P.S. 308 utilizes a series of assessment tools to assess the early literacy of our ELL students. In grades K-2, E-CLAS 2, Core Knowledge and teacher- made assessments are used. In grades 3-8 Ed. Performance, Rally Assessments, Running Records and teacher- made assessments are utilized.
The data shows that our newcomers and SIFE ELLs need additional help in basic phonemic awareness and word recognition skills. Our students in the testing grades are mostly performing at levels 1 and 2 in ELA and Mathematics. Drawing conclusions, main idea,

context clues and inferencing and writing continue to be the areas in need of improvement.

The information from the data has been used to implement a variety of intervention programs. The afterschool program for Math and Literacy has been implemented for those students and in grades 3 - 8 and a K-2 afterschool program will be implemented by the end of January, 2014.

NYSESLAT

NYSESLAT data shows that ELLs are making 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. Some of the ELLs Special Education students who have not improved have difficulty in writing and reading comprehension. After a review of their NYSESLAT data, the patterns revealed the following:

-Most students have better scores in listening and speaking

-All students experience difficulties in reading and writing.

This is the case of the ELLs at the intermediate and advanced. After looking at the Long Term ELLs scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level of proficiency.

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](#).)
All students must be screened upon entering school to determine whether or not they need language support services. All parents of new public school enrollees in NYC are required to take the Home Language Identification Survey (HLIS). The survey consists of an informal interview in English and native language if necessary. At the time of this interview, the parent and student are asked questions to measure their levels of English proficiency. The support of a licensed teacher is important to make sure that the interview results reflect parent preferences and that the student's information is correct. The HLIS is administered by Ms. Pantin, Ms. Bailey, or by the ESL teacher.
Each child's home language is entered in ATS. The revised Language Assessment Battery (LAB-R) is used to identify and place new ELLs. It is determined only once to a student to determine his/her eligibility for instructional services for English Language Learners (ELL). All LAB - R eligible new entrants must be tested no later than ten school days after the date of enrollment. The entire process needs to be administered by a pedagogue. The LAB-R is submitted to the borough testing administrator. Parent survey and selection forms are completed after a parent has received a formal orientation to all the programs the Department of Education offers to support ELLs. Copies of these forms must be maintained for all ELLs and every effort should be made to track down these documents from prior schools.
The New York State English as a Second Language Achievement Test (NYSESLAT) was developed by the NY State Education Department to measure the progress of English language skills in listening, speaking, reading and writing and determine proficiency levels (beginning, intermediate, advanced). Understanding NYSESLAT scores helps administrators and educators maximize ELL services and instruction to meet the varying needs of ELLs at their schools. Primarily, NYSESLAT scores identify who should continue to receive ELL services. However, they also help educators determine ELLs' English language proficiency levels. All ELLs that continue to receive services based on the NYSESLAT scores should receive an annual continuation letter at the beginning of the year. A copy of these letters is kept on file. The NYSITELL exam has replaced the LABR and will be used to determine eligibility for mandated instructional services.
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.
Our English as a Second Language (ESL) certified teacher, Ms. Taylor and Joan Pantin, Assistant Principal are responsible for conducting the initial screening. Once the HILS has been completed and the child is a potential English Language Learner (ELL), our

ESL teacher administers the Language Assessment Battery-Revised (LAB-R) to identify the child as an English Language Learner or English Proficient.

In order to enable parents to make sound decisions as to which program best meets the needs of the child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes the various programs for English Language Learners. (Transitional Bilingual Educational, Dual Language and Freestanding English as a Second Language) Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. If there are enough students to form a biligual class or enough parents of eligible students requesting a biligual program, our school has to create the appropriate program. Students are given the choice to opt for another school in the district and the school is responsible to contact the alternate school that offers a bilingual program for transfer options. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Letters will be mailed and phone calls will be made to inform parents of the TBE and Dual Language Programs when they become available.

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 [\[see tool kit\]](#).)

Each year, the NYSESLAT assessment is given to all ELL students and continuation letters are sent to inform parents . The parent letters are kept on record along with a copy in each student's cummulative folder. The ESL teacher will review the parent choice letters , If there are 15 choices in two contiguous grades that are made by parent for a Transitional Bilingual Education or Dual Language Program, the school has to open a biligual program according to CR Part 154. If a parent chooses a program that is not currently available in the school, the school has to provide the transfer option and assist the parent in transferring the child to a school with that program. The guidance counselor will assist the parent in making this transition. The parent choice letter is then placed in the student's cumulative folder along with the HLIS.

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.

. All new admits who are found to be ELLs and are new to the school system have entitlement letters which are in multiple home languages mailed to their home address. These include a Parent Survey in the home language. These indicate the student's level (beginner, intermediate or advanced). In our case, it is a free-standing ESL program. The ESL students go to the ESL teacher's classroom. If 15 choices in two contiguous grades are made by parents for a Transitional Bilingual Education or Dual Language Program, the school has to open a biligual program according to CR Part 154. If a parent chooses a program that is not currently available in the school, the school has to provide the transfer option and assist the parent in transferring the child to a school with that program. The guidance counselor will assist the parent in making this transition.

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

The ESL teacher, Ms. Taylor and the testing coordinator, Ms. Pantin adhere to all of the testing windows and regulations of the NYSESLAT and begins each part as soon as possible to ensure that all students take each part. A testing schedule is generated and students are informed of when they will be taking each part of the test. Teachers of ELLs are informed of the testing periods and will send the students to the appropriate classroom for testing. Phone calls are made to the parents of students who missed a section of the test. Extensive efforts are made to provide make-up sections for those students who missed a part of the exam. It is the ESL teacher, Ms. Taylor and the testing coordinator's responsibility to ensure that all students are tested.

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.  .The trend in the program choices requested by parents is the ESL Free standing program. This program is aligned with the parent request.

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])?

- 2a. PS/IS 308 has a Freestanding ESL Pull-Out program. In the ESL program, we have 20 students from K to 8th grades. They range from newcomers to the advanced level of proficiency. They all receive 45 minutes of ELA instruction daily. Depending on their proficiency level, they receive 180 minutes to 360 minutes a week of ESL Pull-Out instruction as mandated by CR Part 154. The goal of our ESL program is to foster English proficiency in a supportive classroom environment. Our ESL teacher is fully certified. In our program the students travel together as an ungraded class with mixed proficiency levels. ESL instruction is aligned with the Balanced Literacy Instructional Approach in which Read Alouds, Shared Reading and Independent Reading and the Writers'Workshop are utilized to support second language literacy for our students. Vocabulary and word study are explicitly taught. Our ESL teacher uses a variety of reading materials to enrich reading in the second language. The writing process which consists of gathering the seed idea, drafting , revising, editing and publishing is employed to develop and improve the writing ability of ELL students. Graphic organizers, picture support, other visuals, modeling, bridging, flash cards and the use of manipulatives are some of the scaffolding techniques being implemented to enhance second language development. Instruction in the content area is taught in English. All of our students in the elementary grades receive 45 minutes of ELA instruction daily. Students in 7th to 8th grades receive 90 minutes of ELA instruction. Early Childhood in K-2nd grades implement the Core Knowledge pilot Program. In every unit students are provided opportunities to sing, listen to music, play, act, read and write, draw, paint, and make objects. The main component of the program is phonemic awareness. The reading component is focused on developing listening skills as a bridge to building on prior knowledge, make use of rich vocabulary, engage and talk about books as students improve their reading comprehension skills. The writing component is based on skill friendly phonemical awareness around sound of letters, phonics, blends and diagraphs. Instruction moves understanding word structure to ultimately mastery in writing.

- 1b. ESL students are grouped heterogenously. They are taught by a licensed teacher. Students who are eligible for ESL services have been placed in beginning, intermediate or advanced groups as per their scores on the exam.

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)?

The ESL students receive 45 minutes of ELA instruction daily. Depending on their proficiency level, they receive 180 minutes to 360 minutes a week of ESL Pull-Out instruction as mandated by CR Part 154. Class sizes are small and this will allow for more personalized attention for the individual student from the teacher. The teacher provides a schedule for the student's weekly

mandated minutes. The assistant principal will review to make certain that all the students' mandated minutes are accounted for.

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.

The ESL program is aligned with the Balanced Literacy Instructional Approach in which Read Alouds, Shared Reading and Independent Reading and the Writers' workshop are utilized to support second language literacy for our students. Vocabulary and word study are also taught. Our ESL teacher uses a variety of reading materials to enrich reading in the second language. The writing process which consists of drafting, revising, editing and publishing is employed to develop and improve the writing ability of ELL students. Graphic organizers, picture support and other visuals, modeling, flash cards and the use of manipulatives are some of the scaffolding techniques that are being implemented to enhance second language development.

Instruction in the content area is taught in English. Early Childhood in grades K -2 implement the Core Knowledge Program. The Skills strand teaches reading and writing in tandem. The lessons support reading related to phonemic awareness, spelling patterns, decoding with engaging decodable texts, writing mechanics, writing structure and processes on a daily basis. The reading component is focused on developing listening skills as a bridge to building on prior knowledge, make use of rich vocabulary, engage and talk about books as students improve their reading comprehension skills. The writing component is based on skill friendly phonemic awareness around sound of letters, phonics, blends and diagraphs. Instruction moves understanding word structure to ultimately mastery in writing.

Scaffolding techniques such as: visuals, hands-on activities, development of prior knowledge, modeling, Think- Pair share strategy and the use of graphic organizers are some of the techniques that support instruction for all students.

In grades 3-8, the school implements a Balanced Literacy approach in reading and writing. Students are engaged in Read Alouds, Shared Reading, Independent Reading, and the writing process. Think Alouds, graphic organizers, modeling, contextualization and text representation are some of the strategies employed to amplify language and content for ELL students. In those classroom where a bilingual teacher is present, students receive support in their native language.

Content area instruction is delivered in English using ESL methodology to support second language learners. Students work in flexible groups to differentiate instruction. Students are engaged in 'Accountable Talk' to develop their listening and critical thinking skills. In all the classrooms, the students have access to technology to assist them in achieving proficiency..

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ESL classes are taught in English. The students also have access to word-to-word translation dictionaries and in those classes where a bilingual teacher or paraprofessional is present, students receive support in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Classroom assessments and student conferences are conducted to evaluate student progress in the four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. Content area instruction is delivered in English using ESL methodology to support second language learners. Students also work in flexible groups. The use of manipulative is incorporated into their activities. The ESL teacher attends grade level meetings through the school year to discuss strategies and best practices that teachers can use in the classroom to assist the ESL students. The use of manipulative is incorporated into their activities. Visuals are used to clarify meaning and to enrich language development. The school has in addition, the after school programs in Literacy and Mathematics and Academic Intervention Services. Special Education ELLs receive all services in either self-contained or integrated classrooms as per IEPs. Alternative Assessment is also done for ELLs where appropriate. Technology will be used in all classrooms to assist these students achieve proficiency. Assessing progress occurs on an ongoing basis by the ESL teacher and also by the regular classroom teachers. Formative assessments serve to guide the teachers in helping the students during regular class as well as in the after school programs.

6a. The school will offer SIFE ELLs speech and literacy services where identified by the School-based Support Team. The instruction for SIFE students will be differentiated. SIFE students will also be pulled out to receive intervention in language skills. The teacher will assign a 'Buddy' who has had more formal instruction during the regular school day. The classroom activities will be based on prior knowledge on given topics to check for students' comprehension and there is an emphasis on real-life situations and problems that require higher order thinking skills. In Science: scales, thermometers, computers, and other instruments are used to assist the ELLs subgroups.

In Mathematics: blocks, based ten materials, geometric shape sets, fraction pieces, calculators and rulers are some of the variety of tools to make content more comprehensible.

In Social Studies: maps, globes, technology, rulers and graphic organizers.

In all classrooms, technology will be incorporated to assist them in achieving proficiency.

6b. The above listed services (6) are offered to newcomers (receiving services less than 3 years).

6c. The above listed services (6) are offered to ELLs receiving services 4 - 6 years.

6d. The above listed services (6) are offered to long-term ELLs receiving services 4 to 6 years.

6e. The above listed services (6) are offered to former ELLs.

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?

Students work in small groups to allow stronger students to assist weaker ones in indirect teaching and self-learning. The content-based text books and workbooks are utilized in the classroom. There is collaboration among the ESL teacher, classroom teacher and the IEP contact person. The subject area teachers include a variety of practices to support these students. Some of these are the use of graphic organizers, brainstorming, vocabulary building, journals entries, semantic maps, turn and talk, think, pair and share, the writing process, visualization, story-telling through pictures and illustrations for beginners. Student conferences, teacher observations and grade-level assessments are also used by the teachers.

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?

Curricular materials are chosen to meet the needs of ELLs-SWDs. The teachers differentiate the lessons to meet their needs.

In our program the students travel together as an ungraded class with mixed proficiency levels. ELL-SWDs instruction is aligned with the Balanced Literacy Instructional Approach in which Read Alouds, Shared Reading and Independent Reading and the Writers' Workshop are utilized to support second language literacy for our students. Vocabulary and word study are explicitly taught. Our ESL teacher uses a variety of reading materials to enrich reading in the second language. The writing process which consists of drafting, revising, editing and publishing is employed to develop and improve the writing ability of ELL-SWD students. Graphic organizers, picture support, other visuals, modeling, flash cards and the use of manipulatives are some of the scaffolding techniques being implemented to enhance second language development.

Instruction in the content area is taught in English. Early Childhood in K-2nd grades implement the Core Knowledge Program. The Skills strand in this program teaches reading and writing in tandem. The lessons support reading related to phonemic awareness, spelling patterns, decoding with engaging decodable texts, writing mechanics, writing structure and processes on a daily basis. The reading component is focused on developing listening skills as a bridge to building on prior knowledge, make use of rich vocabulary, engage and talk about books as students improve their reading comprehension skills. The writing component is based on skill friendly phonemic awareness around sound of letters, phonics, blends and diagraphs. Instruction moves understanding word structure to ultimately mastery in writing.

The reading component is focused on developing listening skills as a bridge to building on prior knowledge, make use of rich vocabulary, engage and talk about books as students improve their reading comprehension skills. The writing component is based on skill friendly phonemical awareness around sound of letters, phonics, blends and diagraphs. Instruction moves understanding word structure to ultimately mastery in writing.

Scaffolding techniques such as: visuals, hands-on activities, development of prior knowledge, modeling, Think-Pair-share strategy and the use of graphic organizers are some of the techniques that support instruction for all students.

In grades 3-8 the school implements a Balanced Literacy approach in reading and writing. Students are engaged in Read Alouds, Shared Reading, Independent Reading, and the writing process. Think Alouds, graphic organizers, bridging, modeling, contextualization and text representation are some of the strategies employed to amplify language and content for ELL-SWD students. In those classrooms where a bilingual teacher is present, students receive support in their native language.

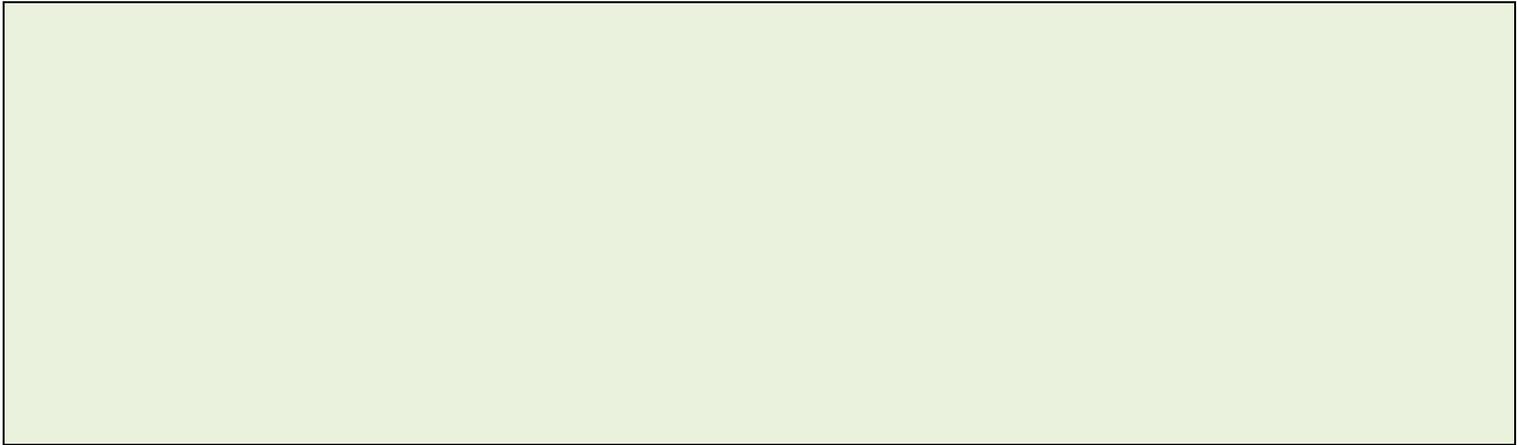
Content area instruction is delivered in English using ESL methodology to support second language learners.

The use of manipulatives include:

In Science: Scales, thermometers, computers, measuring cups and other tools are used.

In Mathematics: blocks, base ten materials, geometric shape sets, fraction pieces, calculators, rulers are some of the variety of tools to make content more comprehensible.

In Social Studies: maps, globes, technology, rulers and graphic organizers. In all the classrooms, the students have access to technology to assist them in achieving proficiency.



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

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

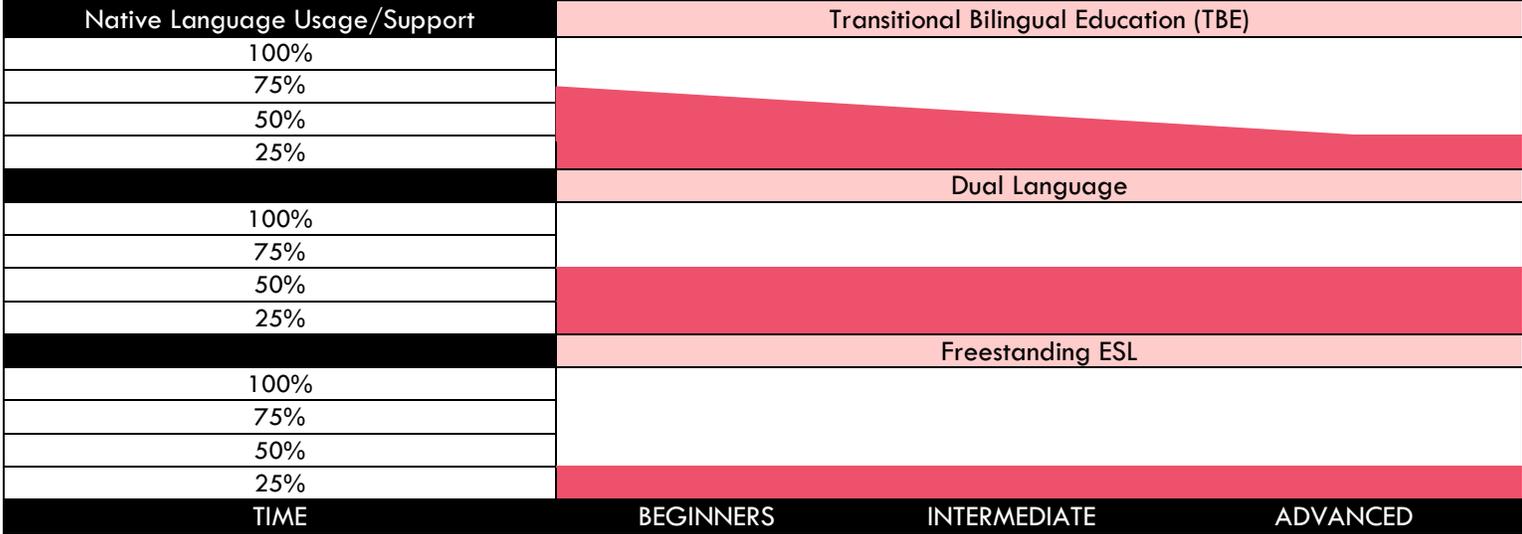
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In order to support learning and foster community involvement, we offer various supplementary programs and interventions for all students including ELLs. Our intervention programs are taught in English by teachers who understand the language needs of ELL students and use scaffolding techniques to support the ELL population in the school. These include: After-school Program. This takes place on Mondays, Tuesdays and Wednesdays from 3:30 p.m. to 5:30 p.m. and on Thursdays from 2:30p.m. to 4:30 p.m. This program focuses on ELA and MATH instruction. A K -2 after school program will be implemented in February. The program will take place on Mondays from 3: 30 p.m. to 5:30 p.m. and on Thursdays from 2:30p.m. to 4:30 p.m. The focus of this program is :Phonics, Reading, Math and Writing.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- For the ELL students reaching proficiency, the ESL teacher continues transitional support for 2 years. The transitional support includes the following items:
- ESL teacher and classroom teachers continue to discuss the areas in need of improvement for ELLs.
 - The ESL teacher offers support by conferencing with students in and outside the classroom.
 - The ESL teacher offers guidance and level appropriate materials to assist students with final projects and assignments.
 - All students are invited to participate in the Academic Intervention Services at our school.
 - Teachers meet at least twice per week to modify and adjust instructions, share and analyze student work and to ensure that they are meeting the demand of the Common Core Learning Standards.
11. What new programs or improvements will be considered for the upcoming school year?
- The school administrators are considering improving the ESL program by purchasing new ESL materials and software programs. This year, the school has a Response to Intervention program for grades K - 3, using the Academic Fountas and Pinnel Reading Intervention program The school has also implemented an Expanded Learning Progrms in the morning for the middle school students..
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All English Language Learners are invited to participate in all of our school programs and activities. There is the afterschool program with the focus in Literacy and Math. For the K - 2 students, the after school program will focus on Phonics, Reading and Writing. We reach out to our community at large through letters and phone calls. Our parent coordinator plays an important role in promoting our services to parents.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Multiple texts, English Languish dictionaries, classroom reading libraries, manipulative, math and reading internet websites,as well as videos, audio CDs, overhead projectors, maps, globes,Elmos and computers are used to support ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All instruction is in English. Translators are available for parent meetings and IEP meetings. Our teachers who speak a native language other than English provide native language support to students when needed through conferencing with the students and during independent work.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All the required services and resources correspond to the ELLs ages and grade levels. The students are grouped according to their levels and grades and they work collaboratively on activities. The materials are also differentiated to need the needs of the students.
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.
- There are no activities before the beginning of the school year. However, in the beginning of the school year, there is 'Curriculum Night' where parents meet with the teachers. At this time, topics such as the Curriculum, the Common Core Learning Standards, Assessments, school expectations After school programs and extracurricular activities are discussed.

18. What language electives are offered to ELLs?

There are no language electives offered at the school at this time.

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. In order to ensure that all students meet the common core learning standards, our ELL staff member will participate in professional development. These professional development workshops are given by the CFN, DOE or in-house by experienced teachers to explore best practices in teaching and learning for ELLs. The ELLs staff member will also meet in grade level team meetings, across grade level team meetings, or by content area team meetings throughout the year.

#2 .Some of the PDs will be based on the Common Core shifts in Literacy and Math. There will also be PDs on how to differentiate instruction, assessment and evaluation and critical thinking strategies, Core Knowledge, Charlotte Danielson and Technology. These are some of the topics that will be covered.

#3. Translators will be available for the ELL staff member. There is an orientation in which the guidance counselor addresses all students and parents on attendance, academic intervention services, curriculum and other issues that are relevant to their needs.

#4. All staff members are encouraged to attend school- based professional development and those given by the CFN and DOE to meet the 7.5 hours of ELL training as per Jose P.

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. Parents are involved in the PTA. Parents are invited to all activities that are taking place in the school. Mr. Thomas, Parent Coordinator conducts workshops for all parents within our school community.
 - #2. There are no partnerships at this time, but ELL parents are referred to agencies by the parent coordinator or the guidance counselor.
 - #3 .Their needs are evaluated by having individual conferences with them. Discussions at meeting with the parent coordinator and phone calls are made by teachers.
 - #4. The information from the formal and informal communication with parents will assist us addressing the needs of the parents. Training parents to become Learning Leaders was created.Those parents who completed the training became qualified to become in-class parent volunteers.

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.

Our school has developed a 'Parent as Partners' team to reach out to parents weekly to get involved in our Parent Training Academy'. In 2013-2014, we will host Common Core Parent Workshops, weekly parent meetings with the parent coordinator and the Parent as Partners team and ESL parent workshops. In addition to the monthly PTA meetings, our school will develop a website to better inform parents of schoolwide events. Our school will continue to strongly target language development across the grade and content areas and create opportunities for active and meaningful engagement.

During the extended day sessions, identified SIFE students will receive instruction that will target foundational literacy skills.

Part VI: LAP Assurances

School Name: Clara Cardwell

School DBN: 16k308

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16K308 School Name: Clara Caldwell School

Cluster: 1 Network: CFN 112

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

Part A: Needs Assessment Findings

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

At the beginning of each year any new student entering the New York City school system for the first time completes the HLIS form as part of their Registration packet. On part 3 of the HLIS the parent indicates their preferred language(s) for oral and written communications with the school and teachers. The Parent Survey, and the DOE blue cards are distributed to every student's home inquiring about preferred oral and written language for their communications. Of the 464 students this year, Spanish, Bengali, French, and Fulani parents requested translation of written documents. All DOE communications (HLIS, Parent Brochures, Entitlement letters, Non-Entitlement letters, Continued Entitlement letters, etc.) already come translated and are provided in the appropriate and requested languages, Spanish, and English. Immediate oral translation is available from pedagogical and non-pedagogical staff members in Spanish, for any parent calling in, or coming in, for information about their child.

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.

Once the Parent Survey and Bluecards are returned to the school the information is turn-keyed for the SLT. who complete a needs Assessment for the school. Then the information is disseminated to the entire staff so all pedagogues, service providers, paraprofessionals, office personnel, and administrative personnel are aware of the parental needs of their student's families for translation. This year the majority of our requests for translation are for Spanish, Fulani, French, and Bengali.

Part B: Strategies and Activities

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

ALL DOE documents come translated and are provided in appropriate home languages for those parents who have requested it. Documents can be provided by pedagogical staff members, as well as by the office staff, Dean, and Guidance Counselors, in Spanish, French, Fulani, and Bengali. When feasible DOE Translation and Interpretations Service is contacted when translation is needed for longer documents and in other languages.

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.

Oral interpretation services can be provided in Spanish, French, Fulani, and Bengali by various pedagogical and non-pedagogical staff members, office staff, Dean, and Guidance Counselor. In addition parent volunteers can also provide oral translation in Spanish. Other languages are available for translation using the New York City Department of Education Language Interpretation Services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All DOE documents and parent notifications are translated and provided in various languages. A sign is posted at the front of the school, in various languages, indicating that translation services are available. DOE Translation and interpretation Services are available upon request for languages other than those supported by school staff.