



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001): 19K311

School Name: THE ESSENCE SCHOOL, 19K311

Principal: MR. JERMAINE LEWIS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: THE ESSENCE SCHOOL School Number (DBN): 19K311
School Level: MIDDLE SCHOOL Grades Served: GRADES 6, 7 & 8
School Address: 590 Sheffield Ave, Brooklyn, 11207
Phone Number: 718-272-8371 Fax: 718-272-8372
School Contact Person: JERMAINE LEWIS Email Address: JLEWIS18@SCHOOLS.NYC.GOV
Principal: MR. JERMAINE LEWIS
UFT Chapter Leader: JOSEPH USATCH
Parents' Association President: GEORGIA DALEY
School Leadership Team
Chairperson: JERMAINE LEWIS
Student Representative(s): _____

District Information

District: 19 Superintendent: JOYCE STALLINGS-HARTE
Superintendent's Office Address: 557 Pennsylvania Ave.
Superintendent's Email Address: JStalli@schools.nyc.gov
Phone Number: 718-240-2741 Fax: 718-240-2751

Cluster and Network Information

Cluster Number: 4 Cluster Leader: CHRIS GROLL
Network Number: 408 Network Leader: LUCIUS YOUNG

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)
JERMAINE LEWIS	*Principal or Designee	
JOSEPH USATCH	*UFT Chapter Leader or Designee	
GEORGIA DALEY	*PA/PTA President or Designated Co-President	
JEANETTE WILLIAMS	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
AMMA WOODS	CBO Representative, if applicable	
PHILLIP HARDY	Member/ PARENT	
GERTRUDE GREAVES	Member/PARENT	
SHARON SMITH	Member/PARENT	
PAULA MCCOURTY	Member/ PARENT	
CHARLENE OSENI	Member/TEACHER	
JANET WATSON	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	
-	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
-	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
-	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
-	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
-	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
-	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

-The Essence School is a middle school with 134 students in grades 6th – 8th. The school population comprises of 75.37% Black students, 17.91% Hispanic students, 5.22% White students, .075% Asian students, Native America/Hawaiian/Other students 0.75%. The student body includes 17.69% English language learners and 15.67% Special Education students. Males account for 55.97% of the population while females account for 44.03%

Mission Statement:

Our school strives to nurture and expand the essence of each student, celebrating and embracing the uniqueness and potential of all members of our school community. Our philosophy rests on providing a supportive and caring community dedicated to nonviolence and tolerance. We empower students to explore, take risks, & cultivate their interests so that they can flourish both as students and as human beings.

We believe that this can only happen in a community that involves the entire family. In a vigorous academic environment, we continually challenge students while respecting diverse learning styles and incorporating interactive experiences. We strive to equip our general education, special education and ELL populations with the tools to succeed well beyond their time at the Essence School.

The intimate family atmosphere of our school makes all students feel welcome – it is a warm and friendly yet academically challenging program. Our school is an integrated learning community where families participate as partners.

The school's philosophy is grounded in three beliefs:

1. Children should be immersed in an interactive learning community that develops and expands all of their human potential;
2. School is a place for the entire family; and
3. All children have the potential to learn in an integrated model for general and special education populations.

To help us carryout our mission, we have partnered with the following organizations:

- Good Shepherd Services – Provides afterschool and social services for families in the school and throughout the community.
- PENCIL/PWC – College & Career Readiness (Financial Literacy and Career Exploration Seminars)
- Medgar Evers College (STEM) – Provides robotics instruction to students after-school.
- NFL Play 60 Grant/NBA Fit – Physical fitness awareness for students.
- Shen Wei Dance Group – Provides dance programs for students and exposes them to a professional dance company.
- New Victory Theater – Provides theater arts programs for students and exposes them to off-Broadway plays.
- Mr. Boyd LLC. – Provides mentoring services for at-risk Black & Latino males & P.D. for staff around managing student behavior.
- CHAMPS Sports – Provides students the opportunity to compete in competitive sports programs (Basketball, Volleyball, Flag Football, Track & Field).

In addition to the above offerings, our instructional program features the following:

- City/State Certified Common Core Curriculum (CMP 3 & Code X)
- Team teaching is used whenever possible to maximize teacher strengths.
- Literature is used throughout the curriculum. Students read novels related to Social Studies and Science themes.

- Writing skills are reinforced in all subject areas.
- Trips are an important part of our instruction. Trips enable students to acquire background information necessary for academic success.
- Visual arts, instrumental music and advisory are offered to every student through-out the school day to cultivate students' social and emotional needs.
- iReady ELA & Math programs to enhance and individualize students learning experiences .
- Engrade – Online grading system used to track student progress and share with parents, teachers, administration, etc.
- Imagine Learning to support our ELL population in ELA.

School Strengths – Based on the Middle School Quality Report

- Students in the lowest 1/3 are meeting the target in terms of progress on the State ELA Exam
- Students in the lowest 1/3 are meeting the target in terms of progress on the State Math Exam
- We are meeting the target for our School Environment Survey

School Challenges - Based on the Middle School Quality Report

- 5% of students are performing at level 3 or 4 on the State ELA Exam
- 5% of students are performing at level 3 or 4 on the State Math Exam
- ELL are not improving at the same rate as the other populations in the school on the State ELA Exam.

Our S/CEP goals are designed to build on our successes to date & work to bring about improvements in achieving progress for ALL of our students including our subgroups.

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

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

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

19K311 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	135	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	8	# Music	8	# Drama
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.9%	% Attendance Rate	90.7%	
% Free Lunch	92.0%	% Reduced Lunch	4.0%	
% Limited English Proficient	13.4%	% Students with Disabilities	26.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	70.5%	
% Hispanic or Latino	22.8%	% Asian or Native Hawaiian/Pacific Islander	1.3%	
% White	5.4%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.27	# of Assistant Principals (2014-15)	N/A	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.35	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.0%	Mathematics Performance at levels 3 & 4	5.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	23.5%	
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	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	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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School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	135	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	8	# Drama
# Foreign Language	3	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	89.9%	% Attendance Rate		90.7%
% Free Lunch	92.0%	% Reduced Lunch		4.0%
% Limited English Proficient	13.4%	% Students with Disabilities		26.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		70.5%
% Hispanic or Latino	22.8%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	5.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.27	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.35
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.0%	Mathematics Performance at levels 3 & 4		5.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		23.5%
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	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Our NYS MATH '14
 5.1% of ALL students achieved proficiency levels 3 and 4 (7 of 136 students).
 Of the 17 ELL students that were eligible to sit for the test, no students achieved proficiency (levels 3 and 4).
 Of the 30 SWD students that were eligible to sit for the test, no students achieved proficiency (levels 3 and 4).
 State MATH Exam Student Proficiency % by Grade:
 6th Grade 4.5%
 7th Grade 6.7%
 8th Grade 3.8%

Our School Survey 2013-14:
 57% of parents 'agree' that they are *satisfied with the education their child has received this year*, 35% 'strongly agree'
 56% of parents 'agree' *my child's school gives my child meaningful assignments that help him or her learn*, 40% 'strongly agree'
 50% of parents 'agree' that they are satisfied with the overall quality of their child's teachers this year, 42% 'strongly agree'
 45% of teachers 'agree' that the *principal at my school communicates a clear vision for our school*, 55% 'strongly agree'
 40% of teachers 'agree' that *School leaders place a high priority of the quality of teaching*, 60% 'strongly agree'
 55% of teachers 'agree' that *my school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level*, 45% 'strongly agree'.

57% of students 'agree' that most of the teaching staff at *my school help me approach challenges by suggesting new strategies that I can use*, 33% 'strongly agree'

Our QR 2012-13:

1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards (Developing)

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products (Developing)

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. (Undeveloped)

Therefore a continued focus on improving RIGOROUS INSTRUCTION is vital for this school in 2014-15.

Part 2 – Annual Goal

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

Goal 1: 100% of the math curriculum will be refined to represent CCLS alignment and improved grade level rigor for ALL students by June 2015.

Measures Used To Determine if The Goal Is Achieved –

- 100% of all mathematics unit and lesson plans will reflect rigorous questions that address the needs of all learners.
- The number of students achieving proficiency on the State Math Exam will increase to 10%
- Improve number of ELL students achieving proficiency on the State Math Exam to 2 students.
- Improve number of SWD achieving proficiency on the State Math Exam to 2 students.

How Will We Achieve This Goal?:

- Mathematics teachers will develop rigorous instruction by refining the curriculum to help students build a mathematical capacity as well as a conceptual understanding for ALL students
- All mathematics teachers identified various solution pathways & anticipated challenges to plan questions that both check & deepen students' understanding of challenging instructional tasks.
- All mathematics teachers participate in PD on developing multiple entry points for all learners, including ELLs, SWDs, struggling & above grade level students, for trialing with classes.
- Teachers collaborate, analyze student work samples, use data informed processes, and set measurable and differentiated learning goals for student subgroups, and students in need of additional support.
- Teams work to improve the clarity of actionable feedback they provide students to address each child's learning needs.

Why Is This Goal Relevant?

- 5.1% of ALL students achieved proficiency (levels 3 and 4, 7 of 136 students) on the 2013-14 NYS Math Exam.
- Of the 17 ELL students that were eligible to sit for the test, no students achieved proficiency (levels 3 and 4).
- Of the 30 SWD students that were eligible to sit for the test, no students achieved proficiency (levels 3 and 4).

This goal will be accomplished by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> - Conduct PD on questioning using Danielson Indicators 3b and 3d to construct questions that require critical thinking & text evidence in answering questions & during discussion. - Use CMP3 as start points for CCLS aligned instruction to allow teachers to create, revise & refine units & lessons. 	Mathematics Team	September 2014 to June 2015	Principal Consultant Network Personnel Teachers
<ul style="list-style-type: none"> - Investigate a number of strategies to foster improvements against the Danielson Rubric for component 3b such as ‘chalk talk’, selecting a random student, ‘turn & talk’, ‘stop & jot’, ‘think/pair/share’, ‘wait time’, ‘extending the question’ and ‘redirecting the talking point to a number of students (rather than just the ones with their hands up), to engage all students in discussions. - Focus on components 3b, 3c, and 3d to promote engagement in higher order thinking supported by our professional development this year; - Use differentiated pathways & multiple entry points to promote higher order thinking among students who previously did not have access to this level of thinking in support of ELLs, SWDs, struggling & advanced student learning needs. - Ensure lessons focus strongly where the CCLS focus & ensure a clear time to practice fluency, delve into the concepts for deep understanding & have experience applying concept(s) to ‘real world situations. - Teachers review student work samples for rigor of instruction & to pinpoint areas where higher order thinking can be included into instruction & tasks. - Use Depth of Knowledge (DOK) as a descriptive tool to try out ways it might be used in planning to ensure the standard of the work involves ALL 4 levels that help identify the complexity, as appropriate, to the lesson, of the cognitive demand of what is being asked of students. 	Teachers Students	September 2014 to June 2015	Principal Consultant Network Personnel Teachers
<ul style="list-style-type: none"> - Hold curriculum night so that parents are exposed to the new curriculum. - Parent workshops on supporting their students with the new curriculum. - Engrade and iReady reports given to parents to show them their child's progress 	Teachers Students	September 2014 to June 2015	Principal Consultant Network Personnel Parent Coordinator
<ul style="list-style-type: none"> - Have interclass visitations focused around professional goals to support teacher practice, with an increased focus on Domains 3b & 3d. - Collaborative teams to conduct a <i>Lesson Study</i> using protocols to improve the effectiveness of lesson planning. - Mathematics teachers track the nature & level of student participation during class or small group discussions. - Undertake professional discussions around the concept of Using Questioning and Discussion to encourage engagement & allows teachers to use this rubric as an organizational structure when making decisions to facilitate differentiation & guided instruction 	Teachers Students	September 2014 to June 2015	Principal Consultant Network Personnel

Part 4 – Resources Needed

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

- Master schedule programming to allow up to two periods a week of common planning time for teachers.
- Network staff to provide professional development.
- Curricula resources.
- Additional texts for instruction in classes.
- Per session funding for additional team planning
- Funding for parent outreach and curricula workshops.
- Conduct Saturday Academy to target specific students who would benefit from additional instruction in Mathematics January through April (for ‘pushable’ students achieving Proficiency Rating 1.85+).
- Parent outreach with Endgrade, School Messenger.
- Parent Coordinator Workshops
- Technology (Laptops, iReady Accounts, Engrade)

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Improvement on iReady quarterly diagnostic in Math. Diagnostic conducted in January/February.
- Math State Fall and Spring benchmark (SchoolNet) assessments ,
- Both measures should show a minimum of 10% of our students achieving level 3 or higher.
- Math unit/lesson plans will reflect specific interventions for ALL students including our sub-groups.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. 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:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. 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.

Our Overall Data:
 In terms of Student Progress Rating, IS311 is ‘Meeting the Target’
 In terms of Student Achievement Rating, IS311 is ‘Approaching the Target’
 In terms of School Environment Rating, IS311 is ‘Meeting the Target’
 In terms of Closing the Achievement Gap, IS311 is ‘Approaching the Target’
 86% students were ‘Eligible for Free Lunch’ in 2013-14
 % of students with ‘Less than 90% Attendance’ in 2013-14 was 32.7%

Our School Survey 2013-14:
 44% of parents took the survey (54% city average)
 92% of teachers took the survey (83% city average)
 88% of students took the survey (83% city average)
 50% of parents ‘agree’ that they are satisfied with the overall quality of my child’s teachers this year, 42% ‘strongly agree’
 55% of teachers ‘agree’ that my school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level, and 45% ‘strongly agree’.
 57% of parents ‘agree’ that they are satisfied with the education my child has received this year, and 35% ‘strongly agree’
 47% of students ‘agree’ that most of the teaching staff at my school make me excited about learning, and 21% ‘strongly agree’.
 52% of students ‘agree’ most of the teaching staff at my school are teaching me the organizational skills and work habits

that I need to succeed in school, and 33% 'strongly agree'

47% of students 'agree' that most of the teaching staff at *my school make me excited about learning*, and 21% 'strongly agree'

QR 2012-13:

1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults. (Proficient)

3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them. (Developing)

Therefore we will have a continued focus on the maintenance of a SUPPORTIVE ENVIRONMENT this year.

Part 2 – Annual Goal

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

Goal 2: To provide an environment for social & emotional development that is connected to learning experiences & results in an increase in the number of families, teachers & students that feel this school is safer & healthier environment by June 2015.

Measures Used To Determine if The Goal Is Achieved:

- 10% improvement of percentage of parents completing the School Survey (from 44% to 54%).
- 10% reduction in suspensions.
- 5% improvement in attendance rates overall.
-

How Will We Achieve This Goal?:

- Ensure a safe and supportive environment for the social and emotional growth of students.
- Review curricula to ensure culturally responsive pedagogy and use of appropriate resources and materials.
- Developed a school-wide plan to teach resilience and perseverance skills that our students need to succeed academically throughout their schooling.
- Teachers report an improvement in the completion rate of set homework throughout the year.
- All lesson plans, lesson series and units of study have multiple entry points in place, to support the variety of student learning styles and capabilities.

Why Is This Goal Relevant?:

- 44% of parents took the survey (54% city average)
- % of students with 'Less than 90% Attendance' in 2013-14 was 32.7%

This goal will be accomplished by June 2015.

Part 3 – Action Plan

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

<ul style="list-style-type: none"> change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> - PBIS used to review attendance, behavior & intervention, and create a positive climate throughout the school community. - Consultant conducts P.D. on Managing Student Behaviors - 	School Community	September 2014 to June 2015	Principal & Teachers Consultants Social Worker Community Organizations
<ul style="list-style-type: none"> - Advisory & Community Gathering - CHAMPS SPORTS Before & After School Daily - Good Shepherd Services After-School Program - New Victory Theatre x2 weekly - Male Mentoring Program monthly - Flag Football x2 weekly - Volley Ball & Track x2 weekly - Robotics x2 weekly - Shen Wei Dance Group - Art & Music During the School Day 	All Teachers	September 2014 to June 2015	Principal & Teachers Community Organizations Consultants
<ul style="list-style-type: none"> - Parent engagement appointment times for parents to meet with teachers - Parental Involvement - weekly meetings, athletic events, Family Wellness Nights, Monthly awards ceremonies, & other special events; - Use of technology throughout the building ie- Engrade, School Messenger & School Website to Inform Parents of Student Progress & Special Events 	School Community	September 2014 to June 2015	Principal, Teachers, Parents & Outside Organizations
<ul style="list-style-type: none"> - We have a clear pathway for decision making with the staff & all members of the school community that is empowering & these allow us to set responsibility for outcomes equally throughout the school community; - Expectations are set at (or beyond) grade level CCLS & we strive to optimize outcomes for all our students in order to achieve these standards - School Wellness Council (athletic coach & social worker) meets monthly to plan and schedule athletic and social events; - School Safety Team/BRT meets monthly; - School Leadership Team meets monthly. - Student Government meets regularly - Utilization of lead liaison in each department to provide mentorship & coaching; - Inter-visitation is currently being implemented between colleagues & is based on the observation feedback; - Teacher teams 2 x weekly to share best practices perform inquiry work, & plan to better serve the needs of their students. - School based Support Team to support all students (SWD, ELL, & at-risk), staff, and parents; 	School Community	September 2014 to June 2015	Principal, All members of school community

Part 4 – Resources Needed

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

- Sport materials,
- Art & Music Materials
- Funding For Trips, Awards, Incentives, etc.
- Technology such as laptops, document cameras, Smartboards
- Advertising Materials
- Endgrade, School Messenger

- Parent Coordinator Funds

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

- Increase in school-wide attendance.
- Increase in participation in extra-curricular activities.
- Decrease in Principal & Superintendent Suspension (Monthly and Yearly)
- Reduction in demand for School Social Worker intervention

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

7. 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.

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

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

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. 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.

Our Overall Literacy Data:
 5.2% of ALL students achieved proficiency(levels 3 and 4) or 7 students of 134 on the NYSELA ‘14
 Of the 14 ELL students that were eligible to sit for the test, no students achieved proficiency(levels 3 and 4) on the NYSELA ‘14
 Of the 30 SWD students that were eligible to sit for the test, no students achieved proficiency (levels 3 and 4) on the NYSELA ‘14
 State ELA Exam Student Proficiency % by Grade:
 6th Grade 2.4%
 7th Grade 2.2%
 8th Grade 9.6%
 23.5% of Grade 8 students achieved proficiency (levels 3 and 4) on the NYS Science Test 2014

School Survey 2013-14:
 40% of teachers ‘agree’ that *school leaders provide time for collaboration among teachers*, and 60% ‘strongly agree’
 45% of teachers ‘agree’ that *teachers in my school work together on teams to improve their instructional practice*, 55% ‘strongly agree’

QR 2012-13:
 1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards (Developing)

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. (Undeveloped)

Therefore this goal is designed to deepen our focus on **COLLABORATIVE** planning for rigorous instruction to ensure every student is able to progress.

Part 2 – Annual Goal

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

Goal 3: 100% of the ELA/Literacy curriculum will be refined to represent CCLS alignment and improved grade level rigor for ALL students by June 2015.

Measures Used To Determine if The Goal Is Achieved –

- 100% of all ELA unit and lesson plans will reflect rigorous questions that address the needs of all learners.
- The number of students achieving proficiency on the State ELA Exam will increase to 10%
- Improve number of ELL students achieving proficiency on the State ELA Exam to 2 students.
- Improve number of SWD achieving proficiency on the State ELA Exam to 2 students.

How Will We Achieve This Goal?:

- All interdisciplinary grade teams refine the curricula to align with the CCLS to ensure students develop the skills of using text based evidence to support arguments in discussion & writing.
- All subject teams will collaboratively plan clearly articulated differentiation strategies & revise units of study, lesson series & lesson plans, to address the specific learning needs of all learners, including ELLS, SWD's, struggling & above grade level students.
- Teachers collaborate, analyze student work samples, use data informed processes, and set measurable and differentiated learning goals for student subgroups, and students in need of additional support.
- Teams worked to improve the clarity of actionable feedback they provide students to address each child's learning needs.
- All teachers of literacy will identify possible interpretations of text & anticipated challenges to support lesson planning that sequenced text-dependent questions that both checked and deepened students' understanding of new content/text.
- All interdisciplinary grade teams provide scaffolds for language demands to support the development of syntax as well as general & domain-specific academic vocabulary across all content areas.
- All teacher teams will study rubrics and assessments to ensure CCLS alignment to evaluate current curriculum and classroom instructional decisions.

Why Is This Goal Relevant?

- 5.2% of ALL students achieved proficiency (levels 3 and 4 or 7 students of 134) on the 2013-14 NYS ELA Exam.
- Of the 14 ELL students that were eligible to sit for the test, no students achieved proficiency (levels 3 and 4) on the 2013-14 NYS ELA Exam.
- Of the 30 SWD students that were eligible to sit for the test, no students achieved proficiency (levels 3 and 4) on the 2013-14 NYS ELA Exam.

This goal will be accomplished by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> - Conduct PD on how to tier the task & create multiple entry points. - Teacher teams tailor instruction for specific performance indicators and to promote lesson study processes and the inclusion of tiered tasks and multiple entry points. 	Teacher Teams	September 2014 to June 2015	Principal Consultant Teachers
<ul style="list-style-type: none"> - Grade teams work together to refine the integrated units, lesson and lesson series to include challenging thinking questions, projects and discussion points to engage ALL students. - Administration and lead teachers provide guidance to assist teacher teams to examine the initial student assessment data by grade, by class, and by student. - Teacher teams track assessments to monitor student outcomes and to particularly discuss the outcomes of ELLs and SWDs, struggling and advanced students to ensure multiple entry point questions and activities that challenge student thinking at their specific level and especially help students provide evidence for their thinking <p>Looking at students' work to:</p> <ul style="list-style-type: none"> - Allow grade teams to monitor achievement of high standards of the work across the grade; - Develop workable multiple entry points to create workable scaffolding to achieve desired instructional outcomes 	Teacher Teams	September 2014 to June 2015	Principal, Grade Liaison Consultants Teachers
<ul style="list-style-type: none"> - Grade Teams collaborate to communicate student progress to parents via email, phone, Engrade, School Messenger etc . - Grade Teams and Parent Coordinator to provide parents with support to help their students improve their literacy skills. 	Teacher Teams	September 2014 to June 2015	Principal, Teachers Parent Coordinator
<ul style="list-style-type: none"> - Grade teams work together to refine the integrated units, lessons and lesson series to include challenging thinking questions, projects and discussion points to engage ALL students.. - Administration and lead teachers provide guidance to assist teacher teams to examine the initial student assessment data by grade, by class, and by student. - Norm teacher teams in their assessment of specific aspects of the work based on CCLS aligned rubrics and assessments; 	Teacher Teams	September 2014 to June 2015	Principal, Grade Liaison Consultants Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> - Master schedule - Consultant for PD - Funding materials for units of study - Film and video programs download esp. for ELLs - Funding for Endgrade, School Messenger, Imagine Learning

- Funding for parent outreach and curricula workshops

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	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:

- 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.

- Improvement on iReady quarterly diagnostic in ELA. Diagnostic conducted in January/February.
- ELA State Fall and Spring benchmarks (SchoolNet) assessments ,
- Both measures should show a minimum of 10% of our students achieving level 3 or higher.
- ELA unit/lesson plans will reflect specific interventions for ALL students including our sub-groups.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

11. 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.

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

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

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. 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.

Analysis of the Danielson Observation Data 2013-14 revealed a major weakness in Domain 3:

- Domain 3b - 15% Ineffective & 33% Developing (Questioning & Discussion)
- Domain 3c - 11% Ineffective & 22% Developing (Engaging Students in Learning)
- Domain 3d - 15% Ineffective & 30% Developing (Using Assessment in Instruction)

In terms of Student Progress Rating, IS311 is ‘Meeting the Target’
 In terms of Student Achievement Rating, IS311 is ‘Approaching the Target’
 In terms of School Environment Rating, IS311 is “Meeting the Target”
 In terms of Closing the Achievement Gap, IS311 is ‘Approaching the Target’

NYSELA ‘14
 5.2% of ALL students achieved proficiency (levels 3 and 4 or 7 students of 134).
 Of the 14 ELL students eligible to sit for the test no students achieved proficiency (levels 3 and 4).
 Of the 30 SWD students eligible to sit for the test no students achieved proficiency (levels 3 and 4).

NYS SCIENCE ‘14
 23.5% of Grade 8 students achieved proficiency (levels 3 and 4).

NYS MATH '14:

5.1% of ALL students achieved proficiency (levels 3 and 4 or 7 of 136 students).

Of the 17 ELL students eligible to sit for the test no students achieved proficiency (levels 3 and 4).

Of the 30 SWD students eligible to sit for the test no students achieved proficiency (levels 3 and 4).

Our School Survey 2013-14:

44% of parents took the survey (54% city average)

92% of teachers took the survey (83% city average)

88% of students took the survey (83% city average)

45% of teachers 'agree' that the *principal at my school communicates a clear vision for our school*, 55% 'strongly agree'

40% of teachers 'agree' that *School leaders place a high priority of the quality of teaching*, 60% 'strongly agree'

57% of parents 'agree' that they are *satisfied with the education my child has received this year*, 35% 'strongly agree'

56% of parents 'agree' *my child's school gives meaningful assignments that help him or her learn*, 40% 'strongly agree'

57% of students 'agree' *most teaching staff help me approach challenges by suggesting new strategies*, 33% 'strongly agree'

47% of students 'agree' that *most of the teaching staff at my school make me excited about learning*, 21% 'strongly agree'.

QR 2012-13:

1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards (Developing)

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products (Developing)

1.3 Make strategic organizational decision to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products. (Developing)

1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults. (Proficient)

Therefore our goal is designed to continue to strengthen teacher practice in all 8 approved Danielson components for 2014-15 in planning and instruction and specifically Domain 3b *Using Questioning and Discussion Techniques*, and Danielson 3d *Using Assessment in Instruction*; to ensure every student makes progress.

Part 2 – Annual Goal

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

Goal 4: To increase the number of teachers performing at an "Effective" level based on the Danielson Framework in Domain 3 by June 2015.

Measures Used To Determine If This Goal Was Achieved:

- Teacher observation data on the Advance website that tracks teachers progress from each observation that was conducted..

How Will We Achieve This Goal?:

- Conduct 4-6 formal & informal observations paired with timely, meaningful feedback and targeted support to help teachers continue to strengthen instruction.
- All teachers will receive timely and actionable feedback and support to improve their planning and instruction based on the Danielson rubric.

- All teachers will participate in 10 extended professional development sessions that includes an explicit focus on Domain 3b *Using Questioning and Discussion Techniques* & Domain 3d *Using Assessment in Instruction*.
- The average achievement on the Danielson Observation Rubric will have moved to *Effective*, or above in all 8 components, specifically in our targeted components 3b *Using Questioning & Discussion Techniques* & 3d *Using Assessment in Instruction*.

Why Is This Goal Relevant?:

- 2013-14 Teacher Ratings in Domain 3
 - Domain 3b - 15% Ineffective & 33% Developing (Questioning & Discussion)
 - Domain 3c - 11% Ineffective & 22% Developing (Engaging Students in Learning)
 - Domain 3d - 15% Ineffective & 30% Developing (Using Assessment in Instruction)

This goal will be accomplished by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> - Professional Development workshops based on identified teacher learning needs from Advance data trends from 2013-2014. 2014-15 P.D. plan formed components of Domain 3 (3b, 3c, & 3d) for a major PD emphasis; - Based on identified aspects of the Danielson Framework individual teachers are provided with support to address individual professional learning needs. 	All teachers	September 2014 and May 2015	Principal Consultant
<ul style="list-style-type: none"> - P.D. plan includes a series of sessions that will focus specifically on creating entry points for multiple types of learners. 	All teachers	September 2014 and May 2015	Principal Consultant
<ul style="list-style-type: none"> - School, teacher, and administrator ratings will be available to parents upon request. 	All teachers	September 2014 and May 2015	Principal
<ul style="list-style-type: none"> - Inform staff on the MOTP data to pinpoint areas of need across the school and to show progress against the goal at least two points in the school year - Professional support is provided, firstly via the feedback that is specific and evidence-based, selective (prioritizing 1-2 important practices to focus on), and with clear guidelines for action and follow up, also we provide guidance and /or coaching as required. - Based on the Danielson Rubric each teacher receives immediate and actionable feedback from the (4-6) formal and informal observations; - This is a tool in the post-conference to assist each teacher to identify areas of success and areas for improvement - Principal has established a process for decision making with the staff & all 	School Community	September 2014 and May 2015	Principal

members of the school community that is empowering & allows us to set responsibility for outcomes equally throughout the school community; - Principal has set expectations at grade level standards to promote high expectations & to optimize outcomes for all our students in order to work to achieve these standards. - Families are informed of the expectations for behavior within and outside of school (on trips etc), completion of homework/unit assignment & attendance rates			
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Part 4 – Resources Needed

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

- Master schedule for team collaboration
- Advance site for uploading observations & downloading summary data
- Consultant for PD
- Funding materials for units of study
- Film and video programs download esp. for ELLs and SWD's.
- Funding for professional development for teachers and common-planning sessions
- Time for inter-visitation and visits to other schools.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Tracking on Advance the progress of the Danielson Observations around Domain 3 that reveals the extent of instructional growth for teachers. It is expected that there will be an increase in the number of teachers rated effective in the three components of Domain 3.
-

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

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

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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:

15. 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.

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

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

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. 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.

Our Overall Data:

- In terms of ‘Closing the Achievement Gap Rating’ we are *Approaching Target*
- In terms of ‘Student Progress Rating’ we are *Meeting Target*
- In terms of ‘Student Achievement Rating’ we are *Approaching Target*
- In terms of ‘School Environment Rating’ we are *Meeting Target*

- Students with ‘Less than 90% Attendance’ in 2013-14 was 32.7%
- 86% students were ‘Eligible for Free Lunch’ in 2013-14

Our School Survey 2013-14:

57% of parents ‘agree’ that they are *satisfied with the education their child has received this year*, 35% ‘strongly agree’

56% of parents ‘agree’ *my child’s school gives my child meaningful assignments that help him or her learn*, 40% ‘strongly agree’

45% of teachers ‘agree’ that the *principal at my school communicates a clear vision for our school*, 55% ‘strongly agree’

55% of teachers ‘agree’ that *my school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level*, and 45% ‘strongly agree’.

57% of students ‘agree’ that *most of the teaching staff at my school help me approach challenges by suggesting new strategies that I can use*, and 33% ‘strongly agree’

52% of students ‘agree’ *teaching me the organizational skills and work habits that I need to succeed*, 33% ‘strongly agree’

47% of students 'agree' that most of the teaching staff at *my school make me excited about learning*, 21% 'strongly agree'.
QR 2012-13:

- 1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards (Developing)
- 1.3 Make strategic organizational decision to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products. (Developing)
- 3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community. (Developing)
- 4.1 Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers. (Developing)
- 5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS. (Undeveloped)
- 1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults. (Proficient)

Therefore we will have a continued focus on improving family and community outreach.

Part 2 – Annual Goal

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

Goal 5: To strengthen family partnerships & increase parent participation June 2015.

Measures Used To Determine If This Goal Was Achieved:

- Increased attendance by parents at PTA Meetings and other school related functions (Family Wellness Night, Awards Ceremony's, Trips, Shows, etc.), by 10%.
- Increased participation by parents in Parent Teacher conferences, as revealed by attendance records.

How Will We Achieve This Goal?:

- Parent outreach via the school's website, Engrade, School Messenger, email, phone calls and meetings during Parent Engagement time.
- Create a welcoming environment for families, hosting a variety of school celebrations, open school events, etc.
- Conducted an ongoing series of workshops & classes to support our parent community.
- Take advantage of community resources to enrich the civic life of the school by developing strong partnerships with business & community-based organizations that enrich the school & the entire school community, e.g. The Good Shepherd Services.

Why Is This Goal Relevant?:

- Low attendance at schoolwide meetings/events by parents.

This goal will be accomplished by June 2015.

Part 3 – Action Plan

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

<ul style="list-style-type: none"> development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
<ul style="list-style-type: none"> - Parent coordinator conducts monthly meetings on topics of concern to parents & she outreach to families as requested - Parent Coordinator & Social Worker guides Grade 8 families through the High School Application process, curricula and common core standards and issues of health and safety. 	Families	September 2014 to June 2015	Principal, Parent Coordinator, Social Worker Teachers
<ul style="list-style-type: none"> - Meet the Teacher night will be held in September with translation services available as required; - Two scheduled Parent Teacher sessions, one to discuss curricula (Sept) & another one (May) to report on the school year - these that are widely promoted to maximize participation; - Two afternoon & evening Parent/Teacher Conference where the Report Cards are then given out along with opportunities to discuss progress of their child; - Special Workshops geared towards supporting students in specific sub-groups 	Whole School Community	September 2014 to June 2015	Principal Teachers Parent Coordinator Social Worker
<ul style="list-style-type: none"> - Monthly Newsletters that promote communication and highlight events at the school; - <i>Engrade</i> & School Messenger set up to allow for multiple means of communications with parents & to allow families to monitor progress of their child - Awards Assembles (Student of the Month, Class of the Month, Citizenship Awards, Perfect Attendance, Perfect Uniform are held monthly to promote success and invite parental participation. 	Whole School Community	September 2014 to June 2015	Principal Teachers Parent Coordinator Social Worker PTA
<ul style="list-style-type: none"> - Principal's open door policy; - Principal, Social Worker & teachers communicate with parents on a range of issues affecting student performance at school, as requested and/or required 	Whole School Community	September 2014 to June 2015	Principal Teachers Parent Coordinator Social Worker

Part 4 – Resources Needed

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

- Funding allocated for Parent Coordinator and her activities, including workshops;
- Monthly calendar of events is sent home & monthly Principal letter;
- School Website used to promote events meetings and activities.
- Engrade online program
- School Messenger- Phone message system;
- Parent Conferences advertised with Flyer advertise school events;
- Scheduling and sending information home in regard to in-school and out of school activities through community organizations and city agencies.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

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

- Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State Exam Data – Students With a Proficiency Rating of 1.85 or Higher	Push in, Pull out Saturday School Afterschool	Small Group One on One Tutoring	Scheduled Class Time Saturday's From January to April After School 2x Week
Mathematics	State Exam Data – Students With a Proficiency Rating of 1.85 or Higher	Push in, Pull out Saturday School Afterschool	Small Group One on One Tutoring	Scheduled Class Time Saturday's From January to April After School 2x Week
Science	ELLs	Push In, Pull Out	One on One Small Groups	Scheduled Class Time
Social Studies	ELLs	Push In, Pull Out	One on One Small Groups	Scheduled Class Time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic Performance, Attendance Rates, Behavior, Teacher Recommendation Parent Request	Pull Out	One on One Small Groups	During School Time Afterschool Saturday School

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> - Informed teachers at whole school, team meetings and individually, as appropriate and required - Appreciation luncheons for teachers and staff are offered before the holiday period to support staff morale - Access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve high level of professionalism. - Fulfillment and professional satisfaction that is achieved through the team structure of the school whereby teachers collaborate to share & to collaboratively plan to support one another in implementing new curricula.

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).
<ul style="list-style-type: none"> - Consultancy to assist teachers to plan rigor in lessons, lesson series and units including promoting student discussion, and engagement with deep level thinking in all subjects. - Intervisitations with other teachers within our school and at other schools. - Professional development conducted by outside vendor's including Generation Ready around Danielson Domain 3. - Outside professional development for CMP3 and Code X. - Common planning time during the school day as well as after school. - Lesson studies around data analysis. - Protocols for viewing student work are used. - Network support for strengthening teacher teams and identifying teacher leaders.

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).
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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.).

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.

Administration and lead teachers provide guidance to assist teacher teams to examine the initial student assessment data by grade, by class, and by student , we use the mid unit and end of unit assessments in CMP3, CODEX, and CCLS aligned Science and Social Studies Curricula as we;; as City Fall and Spring Benchmarks and iReady Diagnostics x 3

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	135,132	X	7, 11-12, 14, 18-19, 23-24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	34,553	X	12, 14, 27
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,056,144	x	7, 11-12, 14, 18-19, 23-24, 27

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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)

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. **The Essence School (19K311)**, 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. **The Essence School (19K311)** 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

The Essence School (19K311), 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 19	Borough Brooklyn	School Number 311
School Name Essence School		

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

Principal Jermaine Lewis	Assistant Principal Sekinah Smith, AP
Coach	Coach
ESL Teacher Rosalind Segura	Guidance Counselor Hattie Dupree
Teacher/Subject Area C. Smith, IEP/SETTS	Parent
Teacher/Subject Area J. Louis, IEP/SETTS	Parent Coordinator Patricia Davenport
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Lucius Young	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	1	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	150	Total number of ELLs	20	ELLs as share of total student population (%)	13.33%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							6	2	2					10
SELECT ONE														0
Total	0	0	0	0	0	0	6	2	2	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	6	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	11			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	11	0	0	6	0	0	3	0	0	20
Number of ELLs who have an alternate placement paraprofessional: _____										

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							3	2	3					8
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic							7	3	1					11
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	10	6	4	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)							8	3	1					12
Intermediate(I)							1		1					2
Advanced (A)							1	3	2					6
Total	0	0	0	0	0	0	10	6	4	0	0	0	0	20

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		3		2		1		12
8	0		0		0		0		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.
Students are assessed in the beginning, middle and end of the year utilizing Running Records from Teacher's College. Additionally, Pre and Post assessments for reading and writing are ongoing. Early literacy skills are assessed using Fountas and Pinell.

The ESL teacher and the classroom teacher share this data which is used to identify reading levels. This information informs the ESL teacher who arranges grouping for additional pull-out services. Once assessed, students are placed into one of three groups for small group instruction. Small group intervention is conducted by the ESL teacher as follows: Group one is for students reading books leveled A-G. Group two is composed of students reading levels H-L. Group three is composed of students reading levels M and above. All modalities of language are taught to and practiced, listening, speaking, reading and writing. Specific educational needs are addressed in this small group intervention. The most common areas of needs targeted were reading comprehension, phonics, phonemic awareness and writing mechanics. Within their levels, appropriate reading and skill sets are assigned, assessed and monitored for learning and growth. At this time, 5 students were flagged for group one, reading at levels A-G; 3 students were assessed and placed in group 2 and are currently reading at levels H-L, and 3 students are in group 3, reading at a level M and above. All of these students are at the beginner or intermediate level according to the NYSESLAT. Additionally, they receive push-in support in the contents with their advanced peers. The ESL teacher also pushes in to assist the classroom teachers providing strategies for instruction in the SLOP model, such as providing visuals, graphs, pictures, background information on the topic, explaining the learning objectives, explaining key words, and vocabulary.

In total there are now 20 ELLs at this time, ten in the sixth grade, six in seventh grade, and four in the eighth grade. The ELLs the ESL teacher services typically enroll as a Beginner, and advance as they are serviced. This year there is one newly enrolled Arabic speaking student in the school system in the sixth who speaks no English at all. All the Arabic native speakers are beginning ESL students who have been in the country less than 3 years. Currently there are 7 Arabic native students in the 6th grade, 3 in the 7th grade and one in the 8th grade. The other students are all of Spanish dominant language homes, with the exception of one student whose home language is Bengali. These students are Intermediate to Advanced and have received at least five years of ESL services.

All the students who are eligible to take the ELA exam because they have been in the Board of Education school system for at least a year have scored a 1 in the ELA exam with the exception of 2 advanced students who scored a 2. In addition, these two students have each received at least 6 years of ESL services. All the ESL students in the 8th grade, with the exception of one student who arrived from Yemen three years ago, have all received 6-8 years of services and also receive Special Education Services. One of the six 7th graders received a 2 in ELA, three of those 7 students have received less than 3 years of ESL services and the other two students are advanced ELA students who have received at least 5 years of ESL services. Of the ten ESL students in the 6th grade, 7 have received less than 3 years of ESL, two of them do not have ELA scores, as one was exempt from the ELA test last year and the other just arrived from Yemen after the school year began. The other student was held over the year before having an absence rate of 67% the year before.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
All the students remained within their level of proficiency as measured by the NYSESLAT with the exception of 3 students. One in the seventh grade advanced from intermediate to advanced, one Sped student lost points moving back from Intermediate to beginners and one transferred student in the 6th grade moved from advanced to intermediate. All the students understand and speak with more understanding than reading and writing. Only one student required a LAB-r this year, and it was one 6th student who just arrived from Yemen. The student is a beginner who speaks no English. She is automatically given both push in and small group pull out ESL intervention services at level one which provides the most scaffolding and lowest reading group.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The NYSED has not made this information available as of yet.
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?Our school offers only a freestanding ESL program therefore only English language tests are being administered. Our School is frequently selected to administer the Periodic Assessments for ELA and the NYSESLAT.

The school leadership shares the results with teachers providing us with up-to-date information about what students know and what students need to learn enabling teachers to target instruction to the learning needs of every child. We also use this Periodic Assessments to predict students' performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.

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 results of the ELL interim assessments are shared with teachers during grade and extended day professional development conferences. Articulation between the ESL and classroom teacher is ongoing. This ensures that students are actively engaged in standards-based instruction. The implication for our school's Response to Intervention begins with articulation between the ESL teacher and the classroom teacher. Once strengths & weakness are identified, a systematic research based program for improving language acquisition program is utilized such as Wilson's Foundations. Teacher's plan tasks that encourage & support thinking, reading, speaking, writing and listening. The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. ELL's with less than three years in U.S. schools are supported by the ESL push in program, small group classroom differentiated instruction in language arts and academic instructional services support.

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

While we believe the research based theory that 2nd language acquisition can be aided by first language skills and that these skills can transfer, we do not teach the foreign language. Our school offers a Freestanding English as a Second Language (ESL) program. Generally students in freestanding ESL programs receive all instruction in English with the students native language serving as a tool to support the acquisition of English.

A child's second language is also considered when utilizing bilingual materials such as books, and picture dictionaries which we keep both in Spanish and Arabic which is the dominant home language of our ESL population. We also plan activities such as making welcome signs, maps or flags and make bulletin boards which validates their cultural heritage.

During our interview with the parents or guardians, we inquire regarding the child's educational history, learning preferences and background. The teachers share this information with all content teachers so that it may be used by all content area teachers to teach in such a way that they are building the students' English language skills. Learning preferences, habits and metacognitive strengths and weaknesses are considered in order to correct bad habits like a lack of reading, incorporate more studying and reading. Teachers also take into account which form of lesson is most effective for the ESL student and consider that during lesson planning and delivery. In order that those strategies that will facilitate instruction for that child, such as note-taking, journal keeping, video, hands-on, detailed step by step instructions, or interactive computer lessons can be incorporated. Becoming aware of a student's weakness in their own language signals to the teacher that they must spend more time building background knowledge, breaking down and introducing key concepts that they may not have been exposed to previously. Understanding the student's area of deficiency, allows the teacher to include more activities to promote that area of learning, whether it be a specific modality or skill. More reading, listening, oratory, writing or phonemic exercises can be included as a differentiation tactic to help the ESL learner. Understanding a student's linguistic strengths will help the teacher maximize her instruction by focusing her time and effort to areas where the student needs attention.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

We do not offer a dual language program.

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

The success of our ESL program is based on the results of all state tests such as NYSESLAT, ELA, Math, Science and Social Studies. We believe we are meeting our AMAO criteria because the majority of our increased levels from Beginners to Intermediate, or from Intermediate to Advanced in the NYSESLAT.

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 parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). Pedagogues are there to assist parents with any questions on completing the form. Ms. Segura, the ESL Teacher and Ms. Smith the Assistant Principal and testing coordinator are the pedagogues who conduct the intake process, working with parents to complete the necessary forms, and conducting the informal interview. On premises we have office staff and pedagogues who speak Spanish and 2 teachers who speak French fluently and are available to translate for parents if needed. In the case where a different language is needed, the Language and Translation Services department is called upon to translate over the phone. Ms. Segura and Ms. Smith are also present at the ELL parent orientation meetings, and also the teacher who speaks French if that language is needed. When the dominant language in the home is something other than English, the student is then administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within their first 10 days of enrollment. Every few days, ATS is used to ensure all potential students are identified, in addition to the HLIS form. Either the ESL teacher, Ms. Segura or Ms. Smith, conducts the process from formal initial assessment, conducting the LAB-R, providing ESL services and administering the yearly NYSESLAT. If the student fails the LAB-R, and his home language is Spanish, he is then administered the Spanish Lab-R. These exams are administered during the first two weeks of being admitted. It is also explained to the parent during the interview process that we don't have a bilingual program and all of our services are the Freestanding ESL push-in model. ESL services will begin usually within the first week that student is enrolled.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents are invited to attend our annual ESL Parent Orientation which is usually held the last week of September. Letters written in their home language encouraging the attendance of the meeting are sent home both with students and by mail within the first week of school along with the ELL Parent Brochure and Program Selection Form which they are asked to complete and return ahead of time with the students if they are unable to attend. The return of the forms are kept in the compliance binder and are monitored by the ESL Teacher and the Assistant Principal. Any students whose parents did not return the forms are followed up with a phone call, to ensure compliance with these forms. Attendance is taken at the meeting, which are conducted by the ESL teacher, Rosalind Segura and the Assistant Principal, Ms. Smith, parents return the Program Selection Forms and are also given the opportunity to ask questions. The principal, Mr. Lewis and the foreign language teachers are also present at the meetings. The presentation includes the showing of the video in their native language, which explains the 3 educational programs available in the Board of Education, Freestanding ESL, Dual Language or Transitional Bilingual Education. We provide a list of New York City Public schools and the ESL options available at those schools. At this meeting, parents are also invited to visit classrooms and talk about services that are available. A package of information is also prepared including agenda, school calendar, activities, organizational sheet for the school, and another copy of the flyer previously sent home, the ELL Parent Brochure explaining the parent choices in their native language. Parents have always elected to keep their children at our school in our freestanding ESL program. When we survey the parent choices, the trend has been to keep the students in our services 100% of the time. The parents are given the information of the bilingual and transitional programs in the surrounding schools but they have opted instead for the convenience of location, and also because most of these families have more than one student studying at the same school. Due to the influx of Arabic families to the neighborhood, a Dual Language or Transitional Bilingual Education Program might soon become necessary if there are more than 15 students in 2 consecutive grades who speak the same foreign language. If this quota is reached, a letter will immediately be sent to the homes to alert parents and a meeting scheduled to determine the parents program preference, Dual Language or Transitional Bilingual Education. The letters would be sent home by hand with the students and by mail. The meeting to be attended by the Principal, Mr. Lewis, Assistant Principal, Mrs. Smith, the ESL teacher, Ms. Segura, and the translators.
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 [\[see tool kit\]](#).)
The ESL Teacher, Ms. Segura, prepares and distributes to the students and mails the entitlement letters, continued entitlement letters and non-entitlement letters in the first week of school after the ESL students have been identified and tested. The original letters are signed by the Principal, Mr. Lewis and sent home with the students. Copies are kept in the compliance binder which is stored by the Assistant Principal, Ms. Smith. Additionally, the Parent Survey and the Program Selection forms are also contained in the compliance binder after they have been completed by the parents at the orientation meeting. Any parent who has not completed these forms will be contacted to complete and return signed forms.

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.
- After the potential ESL student has been identified and the LAB-r administered, he will be serviced automatically with our Freestanding ESL program if the student fails the LAB-r and is therefore entitled to ESL services until the parent chooses an ESL program. At the ELL Parent Orientation the parents will be explained their full options and make their selection on the Parent Selection form which will be provided along with the ELL Parent flier in the ESL kit in the parents native language so that they can make an informed decision. At that time the parents may wish to either transfer their student to a school that offers the ESL program of their preference or choose to have the student remain in our school and continue receiving services in our Freestanding ESL program which they would indicate on their Parent Selection Form. Parent choices are honored, and a list of all NYC schools and the programs available are provided so the parents can select the program and school of choice. During the first week of the year the ESL teacher sends out the entitlement letters, continued entitlement letters and non entitlement letters and plans with the Parent Coordinator an ELL Parent Orientation where the three educational options, Transitional Bilingual Education (TBE), Dual Language, Freestanding English as a Second Language are explained. At the meeting, a copy of the family guide and the ELL parent brochure are distributed. In addition, the ELL parent information EPIC video is played in the parents native language. Copies of the Parent Survey & Program Selection Form is made available and at that time they are once again given the opportunity to decide the educational program for their child. Parents are made aware that it is their choice based on 3 programs available in NYC: TBE, DL, & ESL, not only the programs currently in place at the school. The ELPC screen in ATS is updated within 20 days.

Translation in Spanish is provided by the ESL teacher, Ms. Segura, or an office aid, Ms. Sanchez, French translation is provided by Ms. Oseni or Mr. Fortunat. Any other language needed will be translated by the Language and Translation Unit over the phone. However, the materials are provided in their home language. Copies of all documentation including all materials passed out at the meeting, which includes the ELL Parent Brochure, the Entitlement letters, continued entitlement letters, non entitlement letters, the completed program selection forms, the attendance form signed by the parents, are kept in the compliance binder which is maintained by the Assistant Principal, Ms. Smith in her office which is kept locked. Our school offers a freestanding ESL program and the students are serviced based on their level. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly while, advanced students are allotted 180 minutes of instructional time by the ESL teacher weekly.

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.
- Prior to the exam students are exposed to test preps and practice tests from Continental Press to help prepare the students to achieve their best results. NYSESLAT is administered by the ESL teacher, Ms. Segura and the Assistant Principal, Ms. Smith, yearly to all ESL students. NYSESLAT eligibility is determined by the RLAT ATS report. Testing is conducted in the order the exam is prescribed in the time period dictated. The test is administered in the following order: first speaking, then listening, then reading and writing. If a student is absent, we will continue attempting to test that child maintaining the proper testing order. Students are tested the speaking portion individually but the other portions in groups by grade. All protocols are respected. Students are separated in a quiet part of the building and the tests administered according to the instructions by either the ESL teacher, Ms. Segura or the testing coordinator, the Assistant Principal Ms. Smith or an experienced pedagogue. First the Speaking is administered and recorded by Ms. Segura, the ESL teacher, then it is listened to and scored by the second teacher, the AP, Ms. Smith. The materials are locked every day. The testing materials arrive a few days prior to their administration and kept locked in the testing supply closet which is maintained by Ms. Smith, the AP. The test security form is used to sign testing materials out for use. Next the Listening tests are conducted. The students are separated by grade and the CD is played, students complete the grids with their answers. After this modality, the reading tests are administered by grade followed by the writing also administered by grade level. The scoring is completed by an experienced pedagogue who does not directly teach the student, usually Ms. Smith, the Assistant Principal. The completed testing answer sheets are packaged and returned by hand delivery by the ESL teacher, Ms. Segura, as per the NYSESLAT testing memorandum on the due date. The entire process is supervised with all documents reviewed by Ms. Smith, the AP to ensure all four components of NYSESLAT are administered.
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. 
- Parents have elected for their children to remain in the Freestanding English as a Second Language program at our school 100% of the time for the past 7 years, therefore, alignment between parents choice and program offering is consistent. This is due to the

convenience of the location, which is near their home and family businesses. Half of our students are of Yemen decent and these children come from homes with many siblings. Therefore, they try to keep the students in the same schools as much as possible. They continually choose to remain in our school's monolingual program although the other bilingual options are presented. Proximity and family ties keeps them choosing our school year after year.

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])?

Our school uses a push-in co-teaching organizational teaching model. In this model the ESL teacher pushes in with students of similar grades and levels to assist the teacher with making input comprehensible for the ESL students utilizing research based strategies such as Sheltered Teaching Methods, differentiation, scaffolding, adding background information, modeling and providing examples, using a dictionary and translator when necessary. Students are grouped by grade to provide the required instructional 360 weekly minutes to beginners and intermediate students and 180 minutes to advanced students. Beginners and intermediate students are also pulled out to provide them with additional targeted small group instruction.

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)?

Advanced students are serviced in a push-in capacity by the ESL teacher for 180 minutes a week in our Freestanding ESL program. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly of which 180 minutes are together with the advanced students during ELA class by grade. Beginners and intermediate students are also pulled out to provide them with additional 180 minutes of ELA to complete their 360 minutes of mandated instruction by the ESL teacher, Ms. Segura.

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.

We only offer Freestanding ESL, currently we don't offer a Dual Language and Transitional Bilingual education because we do not have enough students to offer a Dual Language and Transitional Bilingual program. Instruction is provided 100% in English. The school has selected CodeX and Ready NY CCLS as the literacy program. The ESL teacher works with the grade curriculum maps and differentiates for those ELLs. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. Content is mainly delivered using the TPR (Total Physical Response) Teachers attend Professional development to learn about teaching strategies that will help them teach content areas to the ESL students. The ESL teacher also pushes in to the class to help make content comprehensible to ESL students. Together the ESL teacher and Content area teachers use SIOP strategies including using charts to emphasize skills being taught, pictures to aid the students in their understanding and illustrations to help simplify lessons, providing background information and explaining the learning objectives. Each lesson is presented in a Multi-method Approach to reach all learners regardless of their preference including Visual, Kinesthetic and Audio. Sheltered Teaching including using the home language to aid understanding, using gestures and signaling. Teaching is scaffolded and differentiated to help the students succeed at every task. Non-conventional methods are also employed to diversify learning to stimulate, motivate and create a non-threatening environment where learning can thrive as they are engaged in fun activities such as the use of videos, Music, Games, Technology, Computers, and a smartboard or overhead projector. This fosters learning and second language acquisition can occur more naturally. Cultural relevance is added wherever possible to help bridge the gap between the American culture and their heritage by showing how the values are similar, etc. We believe it is important to offer lessons using content that reflects students' lives, interests and culture. The ESL teacher provides content area support for ELLs by pushing in and providing the ESL strategies to instruction mentioned above. The ESL teacher is differentiating the instruction for the ELLs keeping in alignment with the CCLS and the rigor of the curriculum used is aligned to the Common Core, and learning objectives are not watered down.

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

When students are first identified as an ESL student because they fail the LAB-r, then the Spanish LAB-r is administered if the student's home language is Spanish. No other native language evaluation is done as our school only offers a monolingual ESL program known as Freestanding English as a Second Language (ESL)

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

ELL students participate in all assessments with the general education population and teachers collaborate to share results and plan strategies to meet the needs of our LEP students. Assessments in the contents are conducted after every unit which lasts usually a period of a few weeks. To measure reading accuracy level and comprehension, listening and speaking skills, and writing utilizing Running Records from Teacher's College at least 3 times a year, at the beginning, in December and again in June.

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).

a. Plan for SIFE:

IS 311 currently has no SIFE students. However, SIFE students would be given extra support services with AIS. The classroom teachers would provide one on one time for these students. If we admit any SIFE students in the future, we will support their needs with extra services. Some examples may include a bilingual placement with additional pull-out using ESL strategies, AIS services and/or after school tutoring and programs (when available based on funding). Special Education services are also available for those students who may need to be referred for evaluation to verify if any learning disabilities may exist. We also have a Pupil Personnel Team (PPT) that teachers can refer students to for evaluation and progress. SIFE students who participate in the ELL program would be assessed and monitored throughout the year since they are in need of extra support. SIFE students would be provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas as detailed above. Not every SIFE student is the same and each has his/her specific needs based upon their histories so it is of utmost importance that

all educators are aware of the needs. We request parents to engage and participate in their child's learning.

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

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

Newcomers to the country are immediately serviced with some one-on-one ESL time during the first month of the program which they are made to feel more comfortable in their new setting by developing some "survival" language to begin their communicative competence fluency after they are assessed via the LAB-R (within 10 days of registration), SPANISH LAB (if applicable) and other diagnostic materials to determine their English Language Proficiency (ELP). The ESL teacher may also push-in to the general education classroom if it is deemed necessary, in order to make the transition as smooth as possible for the student (based on need).

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

The ELLs who are receiving service for 4-6 years are offered various support services such as AIS in addition to the mandated ELL support service minutes based on proficiency. The school's literacy coach with the assistance of the ESL teacher will offer teachers various teaching strategies to differentiate to their ELLs. Also, the elected CodeX and Ready NY CCLS literacy programs cater to this group of ELLs as they have designed differentiated planning for ELLs in this program which is geared for more advanced proficiency ELLs. Parents are asked to really get involved and work with the students at home with their literacy support and language support. They are closely observed and the goals that are set for them are examined monthly. The push is to concentrate on the modalities that they are having trouble testing proficient on the NYSESLAT. There is close examination of what progress of the 4-6 year ELLs so that they do not fall into the Long-Term ELL pattern. There are professional developments (PD) and various workshops that are offered to the self-contained classroom teachers with ELLs so they are able to continue to support the needs of these ELLs in all of the content areas. All grade inquiry teams work closely together as ELL students move from grade to grade. There is extreme effort to ensure that all the long term and short term individual students goals are documented and followed closely so that the students are monitored in their "trouble" areas.

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

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

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program and/or additional support with AIS services. There is a review of the Long-Term ELLs progress and target the skills that are keeping the student from testing out on the NYSESLAT. Besides additional AIS services that are offered, there is counseling and various meetings with the student to discuss not only short term and long term goals, but to target the modalities that need the most support. These ELLs are also offered afterschool programs for additional support and Saturday academy classes (based on funding). There is support of reflection and peer work that will strengthen the student's confidence so that the most important goal of testing proficient on the NYSESLAT is evident. The progress is documented and various ESL strategies are investigated to seek the best teaching methods for these students. There are also PD and various workshops to support the monolingual classroom teachers so that they too can participate in the specific ELL needs of the students in a meaningful way. The parents are encouraged to be involved to work together with the teachers to foster language learning so the goal of testing proficient can be met on the upcoming NYSESLAT.

e. Plan for Former ELLs:

The school adheres to all testing accommodations for Former ELLs. The ELL Coordinator advises all teachers of former in ELLs in writing of their status and works with them throughout the year to verify if there are any issues and need for additional ESL service time.

The ESL teacher schedules the former ELL in appropriate groups for additional service when necessary and placement depends on need within the existing ESL groups.

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?

Some instructional strategies that teachers of ELLs implement is the TPR method, Community Language Learning approach and fostering of a collaborative small group learning environment. The teachers use various technological programs such as Waterford and Headsprout reading to support and build literacy. There is use of smartboards and various english language learning

websites to aid instruction. There is use of bilingual glossaries, dictionaries and native language books in the libraries to build comprehension and provide access to academic content areas and accelerate English language development. Some grade-level materials used are the Scott Foresman ESL texts as well as the Avenues text by Hampton Brown along with numerous fiction/non-fiction texts. Various graphic charts, flash cards, periodicals, posters, manipulatives, games etc. are implemented to differentiate and vary instruction and lessons.

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

The school will do all possible to use curricular, instructional, and scheduling flexibility to meet the diverse needs of all ELL-SWDs. The school culture enables grade team leaders, inquiry team leaders and administration to meet frequently to discuss the special needs of all students. The ESL teacher also meets with classroom/cluster teachers frequently to discuss various needs of particular student(s) so that the necessary changes can be made in scheduling or instructional matters. The ELL Coordinator is invited to join any of the teams that are in place at the school. The focus is to be as flexible with the needs of all ELLs within the least restrictive learning environment. We have a dean (J.Brown) and guidance counselor (S. Smith) available for those students who may need additional counseling or other needs. The ELL Coordinator works closely with the IEP team, especially assistane (Z. Cabrera).

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

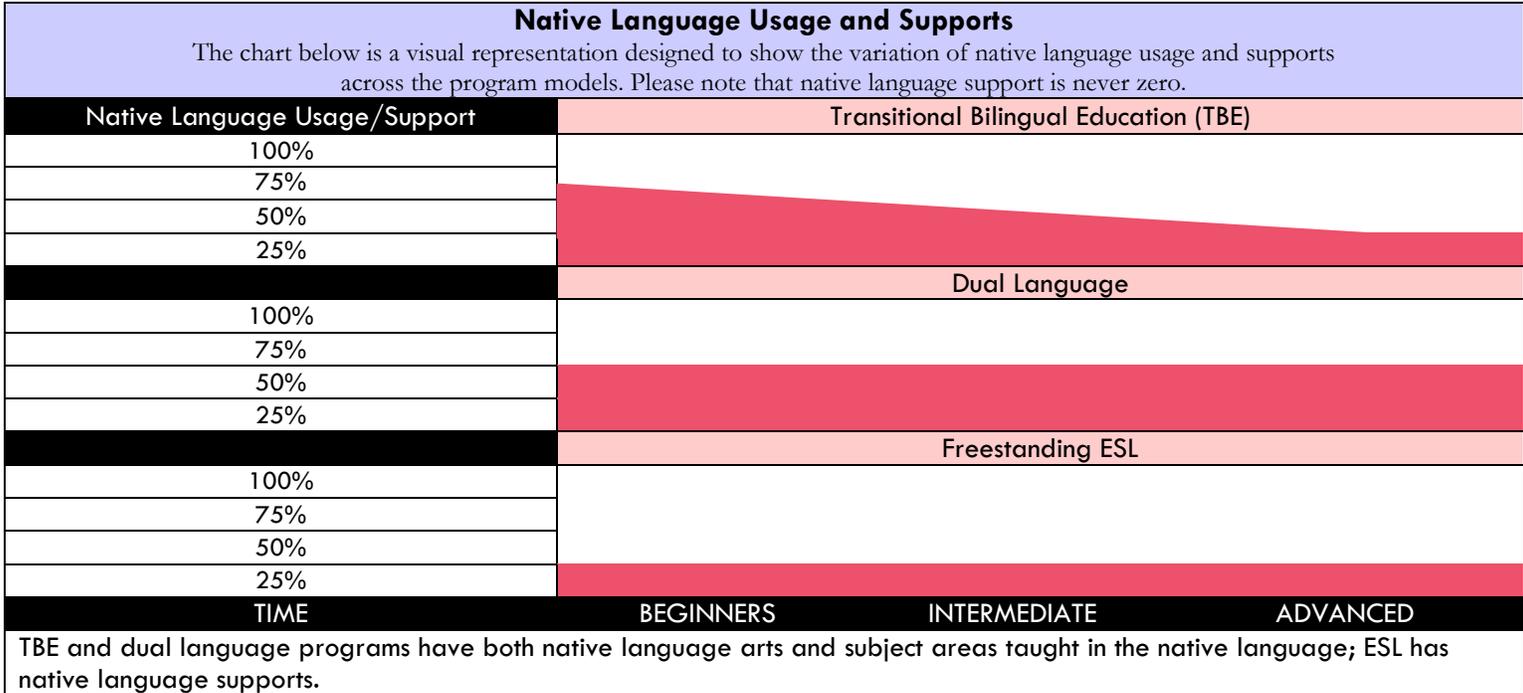
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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
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



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.
- Intervention Programs for ELLs (AIS) - offered based on need/ individual student basis - pull out service (based on funding)
- Targeted Academic Intervention Services are provided to students during the school day (as scheduling permits as well as need) and during the extended day plan. ELLs are offered academic intervention services mostly in ELA and math subjects in small group tutorial sessions during the school day or after school ESL Program (Tuesdays & Thursdays 3pm-5pm). In addition, ELLs are invited to participate in all scheduled academic enrichment programs. The programs are designed to further support ELL development as well as content area instruction/review.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is effectively meeting the needs of our ELLs with targeted, differentiated and scaffolded instruction. Additional services besides ESL is extended to the student including Speech, SETTS, Literacy and Match coach, Guidance counseling, and paras who speak the native language are extended to ESL students. Small group instruction meets the needs of the ELLs in both content and language development because there is a concentrated support provided in the least restrictive learning environment which is crucial for ELLs. During weekly inquiry meetings grade level teaching staff meet and communicate and share unit assessment data, and plan forward to meet learning objectives. The ESL teacher alerts the classroom teachers of who their ELLs are in the beginning of the year and what their levels are and pushes in throughout the year. Open clear communication is an ongoing process among all the teachers. Lab-r and NYSESLAT results are also shared with classroom teachers by the ESL teacher.
11. What new programs or improvements will be considered for the upcoming school year?
- Providing additional time with an ESL teacher or establishing a self contained ESL class in a co-teaching model with a teachers who speak the language of our studnets, one Spanish and one Arabic speaking teacher. If we enroll enough students across two consecutive grades this is one consideration which our ELL students may benefit from.
12. What programs/services for ELLs will be discontinued and why?
- We will continue to offer our Freestanding ESL program unless we enroll at least 15 students of Spanish speaking and/or 15 students who are Arabic native speakers in two to three consecutive grades. In this case we will eliminate our push-in ESL program and offere a self contained ESL classroom with an ESL teacher and a para who speak the students' native language. At present, no programs/services for ELLs are in consideration to be discontinued because they are necessary for the success of our students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Ells are afforded equal access to all school programs and are given preference often being mandated and assigned Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. As state testing time approaches, our After School program begins and letters are sent home making the ESL students participation mandatory. ELLs are afforded equal access to all school programs such as academic, dances, school shows, events, workshops, fairs, trips, jump rope, Robotics, Track, Volley Ball, Basketball, etc. Ells are well represented and involved in all the programs.
- After school/supplemental programs for ELLs:
- The school is offering an ESL after school program for ELLs besides the 37 1/2 minutes of instruction. It will be offered Mondays through Fridays from 3pm to 5:30pm and Saturdays from 9am-1pm beginning December 2013 through April 2014. The instructor will be a certified/licensed ESL and content area teacher (Ms. Segura) and (Ms. Oseni). Parents are given access to information where ELLs are able to participate in community based organizations such as the PAL program, DFOY, CYPRESS and other independent after school programs such as More For You. We are working to offer any additional programs after school. ELLs are afforded the same eligibility to participate in after school programs as any other student. ELLs may attend more small group sessions (after school) and on Saturdays in which English social and academic language skills are practiced through reading and writing activities. These programs further supports ELLs in both reading and mathematics to ensure readiness for state tests.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials including technology/ Instructional materials in Content Areas:
IS 311 utilizes instructional materials that include both text and technology. Students use a variety of materials to support teaching

and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. The Waterford program is available for lower levels. We have laptops available that ELLs have equal access to and many teachers have SMART Boards.

ESL – We use the Scott Foresman ESL program with both hardcover and workbook for newcomers to advanced proficiency levels. We also use Reading A to Z for the ESL program. These programs greatly consider newcomer ELLs. There are various/numerous books, educational magazines and games that are geared to support ELLs with their second language acquisition. There are also authentic materials that are used which vary from all proficiency levels and grade bands. All ESL students are provided additional technology time every other week and they work in pairs. There are various websites that are used to promote language learning and proficiency such as www.starfall.com. Technology is also used to foster research for the upper grades. There are specific periods set aside so that students can make use of more computers and SMART Boards. Besides computers, the ESL program uses the television, DVD player and cd player to incorporate various lessons and exercises that foster proficiency in the listening and speaking modalities.

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

Native language support is provided by the knowledge of more advanced proficiency students if necessary during a particular ESL lesson. There is a bilingual library available (currently in the Spanish language) in the ESL classroom, bilingual glossaries and bilingual dictionaries available for students to use whenever necessary. ELLs are encouraged to maintain their home language and it is not discouraged in classes. Students are encouraged to continue expanding their literacy in their home language while they are continuing their second language acquisition. This information is shared with parents at parent-teacher conferences, parent orientation and workshops. The parents are advised that maintaining the home language is an asset and big support of second language acquisition. All of our services support, and resources correspond to ELLs' ages and grade levels

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

Appropriate age and level material is used as determined by Common Core Learning Standards and Core Knowledge Sequence is also consulted to supplement material. Teaching is targeted to bring students from where they are to make progress and catch up to where they are supposed to be. Assessments help guide instruction to determine what skills have been mastered and what needs to be retaught during small group instruction and homework assignments.

Continued transitional support for the students reaching proficiency on the NYSELAT is supported by subject area teachers and student mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient students as dictated by the Common Core Learning Standards.

All ELL students have the support of their teachers, administration, the parent coordinator (P. Davenport), the guidance counselor (H. Dupree) and all staff members. The guidance counselor assist students with middle school and high school requirements. The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, both written and oral, is provided to parents in their native language to ensure effective communication and parent involvement whenever possible.

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.

In the beginning of the year the school holds an ELL Parent Orientation where both the students and parents are invited to attend and information is shared to assist the student enrollment and transition into this new school system. The Parent Coordinator is involved and Parents along with the ELLs are invited to ongoing activities such as Take your kids to school day, Book clubs, Movie Night etc. In addition the service providers and teachers who will be working with these children throughout the school year work together to assist the students with making a smooth transition. They are available for any questions and for targeted educational assistance.

18. What language electives are offered to ELLs?

We offer French class to students in the eighth grade.

19. For schools with dual language programs:

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

(simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Professional development is provided to all staff by experienced pedagogues during grade and extended day professional development weekly meetings. New teachers receive mandatory ESL training from the regional support staff and additional training throughout the school year. The ESL teacher attends monthly training network meetings and additional Professional Development offered externally.

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?

Professional Development are planned throughout the school year. There are at least 5 sessions planned for teachers of ELLs each month. The administration also enables the ELL Coordinator to attend ELL related PDs throughout the year offered by the CFN or Office of ELLs.

PD plan for teachers and staff working with ELLs (other than the ESL Teacher):

The ELL Coordinator (R. Segura - ESL certified) will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

The ELL Coordinator also receives support from the CFN Network throughout the year on how to assist teachers of ELLs to better support them to differentiate to ELLs in accordance to the common core curriculum. Staff development will include training for all teachers using ESL methodologies. Most classes have at least one or more current or former ELL student(s) and teachers must be trained in the strategies that can be incorporated into the CodeX and Ready NYCCLS programs that will enhance English language acquisition. All the teachers have ELLs in their classrooms and are aware of who they are: Dyer, Clements, Watson, Louis, Buckley, Goldberg, Fortunat, Oseni, Usatch, Condon, Cohen, Smith, Calamari as well the cluster prep teachers.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including, Four Square for writing, Venn diagram, T-chart etc.), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy when necessary. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs. Strategies for including culture is another main theme at the PDs. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity.

IS 311 provides support to staff to assist with ELLs as they transition from 6th to 7th to 8th grades to high school with various orientations, counseling, events where highschool reps come into the school for speaking engagements as well as a yearly career fair. There is inquiry team involvement so that students can transition smoothly and know the academic expectations and challenges of the next grade.

R Part 154 of the New York state Commissioner of Educations Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language.

Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LAP team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The LAP team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. Our school also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

Parents are invited to such activities such as educational trips, tournaments, recitals, PTA meetings, fundraisers for charities that benefit children, Family Day Feast, school fairs, book clubs, and workshops held by the Board of Education or at other schools such as Parents Support about ARIS Let's Talk, and Basic English For Spanish Speakers.

Translation of all necessary correspondence is completed in-house. We have staff that can speak all the languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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: 19K311 School Name: IS 311

Cluster: 4 Network: CFN408

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.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak Arabic, French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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.

In the past 6 years our ESL population has consisted of mostly Spanish and Arabic speaking backgrounds, however, we have one student whose home language is Bengali. The father of this student and all of the Arabic speaking students are bilingual and speak English. Correspondence can be translated by using an online translator. However, should the need arise, we will utilize the Translation and Interpretation Unit of the Board of Education for interpretation services.

Part B: Strategies and Activities

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

Official correspondence for the parents of ELL's will be sent home in the their home language according to their Home Language Identification Survey(HLIS). In-house staff, including secretaries and teachers who are fluent in the appropriate language translate the documents for the school. Whenever needed, the Translation and Interpretation Unit of the Board of Education will be used to ensure timely execution of notice dissemination to the parents of ELL's.

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 are provided by in-house staff, including secretaries and teachers who are fluent in the appropriate language of the parents or guardians of ELL's according to their Home Language Identification Survey (HLIS). In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. All materials are presented in the parent's native language and there is also staff on hand who speak French and Spanish. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for 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>.

Language needs will continue to be assessed based on the Home Language Identification Survey (HLIS). All correspondence, including meeting materials and notices from the school will be sent home in the dominant home language according to the HLIS. In-sight staff who speaks the necessary languages will continue to be employed for this endeavor for timely translation and delivery. In-sight staff will also be utilized for oral translation needs. In the case of future students enrolled whose language is not spoken by one of our staff, the Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services both oral and written.

