



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT - PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	23K327
School Name:	DR. ROSE B. ENGLISH
Principal:	MS. KIMBERLY CHANCE-PEART

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S./I.S. 327 School Number (DBN): 23K327
School Level: _____ Grades Served: PreK-8
School Address: 111 Bristol Street, Brooklyn, NY 11212
Phone Number: 718-495-7801 Fax: (718) 495-7828
School Contact Person: Kimberly Chance-Peart Email Address: kchance@schools.nyc.gov
Principal: Kimberly Chance-Peart
UFT Chapter Leader: Nicole Gordon
Parents' Association President: Frank Chiclana
School Leadership Team
Chairperson: Randi Gold
Student Representative(s): _____

District Information

District: 23 Superintendent: Mauriciere de Govia
Superintendent's Office Address: 1665 St. Marks Avenue, Room 125, Brooklyn, NY 11233
Superintendent's Email Address: mdegovi@schools.nyc.gov
Phone Number: 718-240-3500 Fax: 718-385-3768

Cluster and Network Information

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

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented
Kimberly Chance-Peart	*Principal or Designee
Cynthia Herbert	*UFT Chapter Leader or Designee
Frank Chiclana	*PA/PTA President or Designated Co-President
Danny Goodine	DC 37 Representative, if applicable
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>
	CBO Representative, if applicable
Shad’e Gba Gba	Member/ Parent
Wanda Cosme	Member/ Parent
Connie Spann	Member/ Parent
Diana Rodriguez	Member/ Parent
Charmaine Francois	Member/ Parent
Norris Gordon	Member/ UFT
Aaron Martin	Member/ UFT
Randi Gold	Member/ CSA
	Member/
	Member/
	Member/

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

- A. Tenet 1: District Leadership and Capacity
- B. Tenet 2: School Leader Practices and Decisions
- C. Tenet 3: Curriculum Development and Support
- D. Tenet 4: Teacher Practices and Decisions
- E. Tenet 5: Student Social and Emotional Developmental Health, and
- F. 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:

- A. 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.
- B. School strengths, accomplishments, and challenges.
- C. 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.

Brownsville, Brooklyn is one of the few New York City neighborhoods where the major indicators of poverty are concentrated. Within Brownsville, data reveals that six large public housing developments are at the heart of the school district. The Dr. Rose B. English school is located in the heart of Brownsville. We are a part of the District 23 family and are supported by CEI-PEA 535. Our school is comprised of 596 students in grades PreK-8th. The demographics of the student population within PS/IS 327 are made up of 77% African Americans, 21% Hispanics, 1% Caucasians, and 1% Asians. In PS/IS 327, 22% of the students receive special education services and 6% of the students are identified as English Language Learners (ELLs).

The school's community is composed of passionate and committed administrators, parents, teachers, students, and community members. Our shared goal is to maximize support for our students and introduce them to various cultural programs offering opportunities that they normally would not have access to. Moreover, we are tenacious about convening a community-wide network of partners to target the economic instability at the root of Brownsville's housing, health and public safety challenges. This unified effort is channeled through the shared vision of the Dr. Rose B. English school. The mission is to provide a learning environment where scholars become critical thinkers, lifelong learners, and powerful global leaders prepared to face the challenges of our world. Our mission is to provide our scholars with real world experiences, where we can challenge their thinking.

Under the new leadership of the Principal Kimberly Chance-Peart this school year, our school continues to recognize the role as a major community partner that must address the needs of this particularly hard-hit group of residents. The school continues to implement strategic programs that strengthen the ties between Brownsville and the rest of our school community, as well as, expands opportunities for all students and their families. These strategic programs concentrate on the allocation of existing resources and the support from school-community networks. The ultimate outcome is to encourage the development of our scholars as global citizens that are prepared to meet the daily challenges that they will face in our world.

A challenge at PS/IS 327 is to improve cultural awareness, social responsibility and personal growth of students. This challenge will be addressed by alignment and use of the school strengths in maximizing the shared support of stakeholders for *our children* through multiple strategic programs including:

- A. Cultural Programs:
 - Opera Residence
 - Ballet Tech
 - Carnegie Hall
 - Twenty First Century Learning Centers (Funding Grant)
 - Community Theater
 - String Orchestra
- B. Community Partners:
 - Brownsville Coalition
 - The Alpha Riders
 - Urban Bush Women
 - Urban Advantage
 - Community Garden
- C. Educational Environment

Cub Scouts
YWCA Bullying Prevention
Leaders of tomorrow
Power of the Pen
Adopt a college
Media Club
Obama Program
Cook Shop

A second challenge is to improve both student ELA and Math scores. According to the New York City Department of Education School Quality Guide 2013-14, only 12% of students performed at levels 3 or 4 on the NYS ELA test grades 3-8. According to the New York City Department of Education School Quality Guide 2013-14, only 10% of students performed at levels 3 or 4 on the NYS Math test grades 3-8. The challenge in improving student achievement as measured by the NYS ELA test and NYS Math test will be addressed by setting goals and a strategic action plan that focus on effective school leadership, strong family-community ties, trust between all stakeholders, rigorous instruction and collaborative teaching in a supportive environment.

23K327 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	600 SIG Recipient N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A # Integrated Collaborative Teaching N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	9	# Music	N/A # Drama N/A
# Foreign Language	8	# Dance	N/A # CTE N/A
School Composition (2013-14)			
% Title I Population	82.8%	% Attendance Rate	86.2%
% Free Lunch	84.2%	% Reduced Lunch	2.2%
% Limited English Proficient	5.8%	% Students with Disabilities	21.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.3%	% Black or African American	76.2%
% Hispanic or Latino	21.3%	% Asian or Native Hawaiian/Pacific Islander	0.6%
% White	1.6%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	0.3	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	2.2%	% Teaching Out of Certification (2013-14)	6.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	12.07
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	11.9%	Mathematics Performance at levels 3 & 4	9.5%
Science Performance at levels 3 & 4 (4th Grade)	51.4%	Science Performance at levels 3 & 4 (8th Grade)	36.8%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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		
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		

23K327 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	600	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	82.8%	% Attendance Rate			86.2%
% Free Lunch	84.2%	% Reduced Lunch			2.2%
% Limited English Proficient	5.8%	% Students with Disabilities			21.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			76.2%
% Hispanic or Latino	21.3%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.3	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.2%	% Teaching Out of Certification (2013-14)			6.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			12.07
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.9%	Mathematics Performance at levels 3 & 4			9.5%
Science Performance at levels 3 & 4 (4th Grade)	51.4%	Science Performance at levels 3 & 4 (8th Grade)			36.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	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				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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.

An area of strength in this tenet, is the level of teacher collaboration to develop common core aligned units and lesson plans that include higher order thinking questioning strategies. The school has implemented a school wide literacy block that supports the K-5 /6-8 uniform curriculum. School leaders and teachers work collaboratively to ensure that students have opportunities to actively engage in interdisciplinary programs including reader’s theater, opera residency, computer animation, and constitution works.

An additional area of strength is the implementation of multiple school wide initiatives, under the new administration, that foster the data driven culture. A data specialist consultant has been outsourced to provide comprehensive data reports and support in data analysis. The data inquiry teams analyze data and provide explicit feedback to both teachers and students.

According to the New York State English Language Arts test performance outcomes 2014, 88% of our students perform at Level 1/Level 2. Based on the tenet a school wide key area of focus is to embed the best practice of having grade and inter-grade teams identify student needs and align target goals to address all students and subgroups.

Part 2 – Annual Goal

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

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

By June 2015, 100% of teachers will participate in grade and inter-grade planning teams in order to specifically address the deficiencies in literacy and provide rigorous CCLS instruction for individual and subgroups of students as measured by the increase of movement in Fountas & Pinnell levels by at least one reading level and performance on the NYS ELA exams.

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"> A. Research-based instructional programs, professional development, and/or systems and structures needed to impact change B. 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). C. Strategies to increase parent involvement and engagement D. 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>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change in participation in planning teams: <ul style="list-style-type: none"> E. Provide training to all teachers in analyzing data from Fountas & Pinnell, ELA state exams, writing on demand task, Ready Gen, and Code X. F. Encourage teachers to identify students, determine student groups that will be flexible as students’ progress, and stream across the grades for literacy instruction based on the analyzing data from Fountas & Pinnell G. Support school leaders and all teachers in the use of School Data Corp services to monitor, and provide feedback on student data H. School leaders will conduct regular walkthroughs to check for classroom implementation of best practices in literacy instruction and give timely feedback to teachers I. School leaders will coordinate regular professional learning sessions for teachers based on the needs assessment and identify professional learning targets in teaching literacy 	All teachers	August 2014- June, 2015	Principal and Assistant Principals
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) related to improved student achievement in literacy: <ul style="list-style-type: none"> A. Identify over age and under-credited students and provide mentoring /counseling services through the Tomorrow’s Leaders partnership to facilitate student participation B. Implement the English as a Second Language (ESL) afterschool program that will offer instructional support for ELLs C. Conduct internal IEP reviews, incorporate multiple entry points aligned to the CCLS in lesson plans to meet individual students’ IEP 	All teachers	August 2014- June, 2015	Principal and Assistant Principals

goals			
<p>Strategies to increase parent involvement and engagement related to improved student achievement in literacy:</p> <p>A. Encourage parents as partners in the education of their children through the multi-faceted articulation of the shared vision in supporting improved student achievement</p> <p>B. Continue home-school initiatives that foster communication of the curriculum and instruction program, such as Parent pen pal, school messenger, Newsletter, Chat with Chance Peart, 'back pack' notices, Open House, Curriculum Night, Translators, Multi-language letters, Class Dojo, collaborative PTA and monthly parent meetings</p> <p>C. Articulate the progress students have made and encourage parents to celebrate the success of their children: student led Parent/Teacher/Student conferences, Fables, Folktales and Myths Fair, Tuesday conferences, collaborative PTA and monthly parent meetings</p>	All teachers	August 2014- June, 2015	Principal and Assistant Principals
<p>4. Culture and climate committee, parent pen pal, Tuesday parent conferences, Chat with Principal Chance Peart, Think Tank, Buddy Teacher, Intervisitations, Teacher Center, Student government, student led parent conferences, Small group instruction, peer feedback, community service, differentiated PD's, Kudos, Tell me something good, Collaborative Log, Friday folders, Glow and grow feedback.</p> <p>Activities that address the Capacity Framework element of Trust :</p> <p>A. Coordinate the Culture and climate committee, parent pen pal, Tuesday parent conferences, Think Tank, Chat with Principal Chance Peart, student led Parent/Teacher/Student conferences, school wide events</p> <p>B. Continue Think Tank, Buddy Teacher, Intervisitations, Teacher Center, differentiated professional learning, Lunch & Learn, Collaborative Log, Friday folders</p> <p>C. Sustain Student government, student led Parent/Teacher/Student conferences, Small group instruction, peer feedback, Think Tank, community service, Kudos, Tell Me Something Good, Glow and grow feedback</p>	All teachers	August 2014- June, 2015	Principal and Assistant Principals

Part 4 – Resources Needed

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

We strategically aligned the funds to support the instructional needs of the school. The network budget specialist is used to coordinate our fiscal and human resources. Once our pedagogical staff is assigned, funds are used for the provision of materials for the core instructional program and extracurricular activities. Under the new leadership, staff has fully embraced the effective use of their time as a resource. This is evident by the participation in the embedded professional learning opportunities, such as grade teams, Lunch & Learns, parent engagement conferences, and instructional team meetings .

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

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By January 2015, 100% of the teachers will have met with a representative of School Data Corp to analyze data and strategizing next steps.
- By January, 2015 100% of the teachers will participate in a buddy system with another teacher. Through the buddy system, they will provide each other with feedback based on intervisitations .
- By January 2015, 90% of our special education teachers will participate in an internal IEP review.
- By January 2015, 100% of our overage/under credited students will have received mentoring/counseling from Tomorrow’s Leaders.
- By January 2015, 100% of our ELLs will participate in rigorous ESL instruction and have access to the afterschool program
- By June 2015, we will have increased parent involvement by 10% based on parent surveys, meetings, and feedback forms.
- By January 2015, 100 % of the teachers will have engaged in peer feedback.
- By January 2015, 100% of the teachers will analyze the results interim ELA assessments will be analyzed.
- By January 2015, 100% of the teachers will analyze Fountas & Pinell progress monitoring reports

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

An area of strength in this tenet is the comprehensive effort to cultivate the development of overarching systems and partnerships that support and sustain social and emotional development. In the first few months of the school leader’s administration, several initiatives have been established. The positive behavior incentive system, Class Dojo, has been implemented across all grades. Class Dojo encourages positive student behavior and engagement and provides timely feedback to students, parents, and teachers. The Tomorrow’s Leaders partnership with Tomorrow’s Leaders NYC addresses the needs of the overage Middle School students. This mentoring program provides counseling, homework assistance, and community based agencies referrals to target students.

A concerted effort has been made to prioritize the articulation of safety to all stakeholders as a priority In PS/IS 327. Based on the school NYCDOE School Survey 2013-14, 78% of students felt safe in classes, over 80% of teachers felt safe in school, and 86% of parents felt their children were safe in school. All students, parents, teachers, administrators and community leaders are encouraged to engage in sustaining the effort to build a safe learning environment. On a monthly basis all stakeholders are encouraged to participate in a Think Tank brainstorming session with the administration to address the concerns and needs of the school community. Under the new administration, systems have been established to address safety procedures regarding arrival, dismissal, visitors, and transitions in the school building. Safety as a shared vision has been constructively channeled into positive outlets such as the Student Council, community service, parent student Pen Pal, Power Dads, and the school trips Bon Voyage Club.

There are several ways in which the school leader and student support staff work collaboratively with teachers’ to develop their capacity and skills in using data to respond to students’ social and emotional developmental health

needs. First, training is provided to analyze and develop class action plans using the Class Dojo reports. Second, attendance data is shared with teachers and used to inform parent outreach efforts and tailored interventions based on individual student needs. Moreover, teacher supports are differentiated based on both the teacher and student needs.

The priority need in this tenet is the articulation and systemic buy-in by all stakeholders to the shared vision for social and emotional developmental health connected to learning experiences under the new administration. Based on the NYCDOE School Survey 2013-14, the response to the schools offering of a wide variety of course, extracurricular activities, and services that keep students' interested and engaged was rated 82% by Parents, 67% by Teachers, and a 67% by Students. This year we have implemented the school-wide program, Class Dojo, that uses research based practices to foster student social and developmental health, motivate student participation, and engage the school wide community. The overall focus is establishing trust and building relationships with stakeholders in order to channel a unified commitment and maximize constructive participation as support in building a safer and healthier environment for families, teachers, and students.

Part 2 – Annual Goal

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

By June 2015, 100% of the school community will facilitate the social and emotional health of students in PS/IS 327 through implementation of programs such as Class Dojo as measured by Class Dojo behavioral tracking reports

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • 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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change in the social and emotional health of students:</p> <ol style="list-style-type: none"> Provide training in Class Dojo that increases the understanding, knowledge, and skills in utilizing the program Foster students intrinsic motivation to participate in classes, extracurricular activities, and services by the extrinsic rewards affiliated with the Class Dojo program such as praise and a reward point system for effort and participation Implement and sustain instructional programs including Go Math, ReadyGen, CMP3, CODE-X Provide professional learning for teachers in a variety of programs such as Mindset Book Club, Interactive Read Aloud to support 	<p>Grades K-5 Grades 6-8 Teachers</p>	<p>Sept. 2014- June 2015 September 2014- June 2015</p>	<p>Teachers, Administration Administration</p>

<p>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) related to the social and emotional health of students:</p> <p>A. Identify over age and under-credited students and provide mentoring /counseling services through the Tomorrow’s Leaders partnership</p> <p>B. Partner with the OBAMA Program to provide mentoring services for students in temporary housing</p> <p>C. The SIT Team will identify students who need additional social-emotional support and recommend services to address those needs</p> <p>D. Partner with CBO Baked Beans and Collard Greens to provide mentoring services</p> <p>E. Partner with Man Up and Shades of Beauty through the afterschool program funded by the 21st Century Community Learning Centers federal grant and provide mentoring services to students</p> <p>F. Implement a Bully Prevention Program in partnership with OLWEUS – YWCA.</p>	<p>Grades 6-8 Students Grade 8 students</p> <p>STH (Gr. 6-8)</p> <p>All Students</p> <p>Grades 3-5 Boys Grades 5-8</p> <p>All Students</p>	<p>October 2014- June 2015</p> <p>November 2014 – June 2015</p> <p>Sept. 2014- June 2015</p> <p>Jan. 2015 to June 2015 Oct. 2014- June 2015</p> <p>Jan. 2015- June 2015</p>	<p>Assistant Principal</p> <p>Assistant Principal</p> <p>Assistant Principal SBST</p> <p>Principal</p> <p>Principal</p>
<p>3. Strategies to increase parent involvement and engagement</p> <p>G. Encourage parents as partners in the education of their children through implementation of programs that foster their child’s interests and participation throughout the school year including Class Dojo, class trips Bon Voyage Club, Perusing Parents, Power Dads, Wellness Wednesday, Cool Culture</p> <p>H. Encourage parents as partners in the education of their children through opportunities to acknowledge and celebrate their child’s increased interest, participation and achievements in school programs throughout the school year including Chat with Chance-Peart, student led Parent/Teacher/Student conferences</p>	<p>Parents</p>	<p>Monthly – Sept. 2014 – June 2015</p>	<p>Principal, Teachers, Students, Parent Coordinator</p>
<p>4. Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> • Class Dojo • Seven Habits of Happy Kids • Mindset <p>Chat with Chance-Peart</p>	<p>All students All teachers</p>	<p>Sept. 2014 – June 2015</p>	<p>Principal, Assistant Principals</p>

Part 4 – Resources Needed

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

We strategically aligned the funds to support the instructional needs of the school. The network budget specialist is used to coordinate our fiscal and human resources. Once our pedagogical staff is assigned, funds are used for the provision of materials for the core instructional program and extracurricular activities. Under the new leadership, staff has fully embraced the effective use of their time as a resource. This is evident by the participation in the embedded professional learning opportunities, such as Class Dojo, 7 Habits for Happy Kids and Mindset, parent engagement conferences, and instructional team meetings. . Under the new leadership, a wide array of offerings have been implemented to foster parent, teacher and student effort and time as resources in building support of student achievement.

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	X	Title III	X	P/F Set-aside		Grants
---	-----------------	---	----------------------	---	------------------------	--	------------------	---	------------------	---	----------------------	--	---------------

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

--

Part 6 – Progress Monitoring

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

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

- By January 2015, teachers will analyze and review the Class Dojo behavioral tracking report.
- By January 2015, all programs will be reviewed and evaluated using student and teacher surveys.
- By January 2015, students will complete mid-year benchmark assessments in ELA and Math.

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

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

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

--

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

One area of strength is the teachers’ instructional practices to meet established goals to improve student performance of the NYS ELA test. According to the PS/IS 327 NYCDOE K-8 School Quality Snapshot 2013-14, the school was rated Excellent for improvement on the NYS English test. This reflects the alignment of the instructional scope and sequence in all grades.

Another area of strength in this tenet is the provision of multiple points of access for all students, including student subgroups, to achieve targeted goals. According to the PS/IS 327 NYCDOE K-8 School Quality Snapshot 2013-14, the school was rated Excellent for closing the achievement gap for students with special needs and the lowest performing students.

A third area of strength in this tenet is the shared commitment to the provision of a safe learning environment that fosters high levels of student engagement and inquiry. Based on the school NYCDOE School Survey 2013-14, 78% of students felt safe in classes, over 80% of teachers felt safe in school, and 86% of parents felt their children were safe in school. Based on the school NYCDOE School Survey 2013-14, 93% of parents believed the school had high expectations for their child, 89% of students believed that that all students can do well in school, and 88% of teachers believed that the school had high expectations for students.

The priority need in this tenet is to have teachers utilize a variety of data sources to inform lesson planning, develop lesson plans, and foster students’ participation in their own learning process. This is evidenced by the overall student achievement levels. According to the PS/IS 327 NYCDOE K-8 School Quality Snapshot 2013-14, 12% of students met standards on the State English test and 10% of the students met standards on the State math test.

Part 2 – Annual Goal

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

By June 2015, 80% of teachers will use of a variety of data sources such as School Data Corp and Fountas & Pinnell to inform lesson planning and foster student participation in their own learning process as measured by School Data Corp/ Fountas & Pinell reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> E. Research-based instructional programs, professional development, and/or systems and structures needed to impact change F. 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). G. Strategies to increase parent involvement and engagement H. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change in teacher collaboration in the use of a variety of data sources such as Data Corp and Fountas & Pinnell to inform lesson planning and foster student participation in their own learning process:</p> <ul style="list-style-type: none"> C. Provide training to advance the understanding, knowledge, and skillset in the use of Ed Performance, Fountas & Pinnell, Unit Assessments, Data Corp D. Continue teacher collaborations during weekly Teacher Team meetings, meetings with the Teacher Center, Vertical and horizontal teacher teams 	<p>All teachers All students</p>	<p>September, 2014-June, 2015</p>	<p>Principal, Assistant Principals</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH):</p> <ul style="list-style-type: none"> D. Continue teacher data inquiry teams to analyze student data and address the needs of students in subgroups E. Identify over age and under-credited students and provide mentoring /counseling services through the Tomorrow’s Leaders partnership to facilitate student participation F. Implement the English as a Second Language (ESL) afterschool program that will offer instructional support for ELLs G. Conduct internal IEP reviews, incorporate multiple entry points aligned to the CCLS in lesson plans to meet individual students’ IEP goals 	<p>All teachers All students</p>	<p>September, 2014-June, 2015</p>	<p>Principal, Assistant Principals</p>

<p>Strategies to increase parent involvement and engagement</p> <p>A. Encourage parents as partners in the education of their children through implementation of programs that foster their child's interests and participation throughout the school year including Class Dojo, class trips Bon Voyage Club, Perusing Parents, Power Dads, Wellness Wednesday, Cool Culture</p> <p>B. Encourage parents as partners in the education of their children through opportunities to acknowledge and celebrate their child's increased interest, participation and achievements in school programs throughout the school year including Chat with Chance-Peart, student led Parent/Teacher/Student conferences</p>	All parents	September, 2014-June, 2015	Principal, Assistant Principals, Teachers
<p>Activities that address the Capacity Framework element of Trust:</p> <p>A. Coordinate the Culture and climate committee, parent pen pal, Tuesday parent conferences, Think Tank, Chat with Principal Chance Peart, student led Parent/Teacher/Student conferences, school wide events</p> <p>B. Continue Think Tank, Buddy Teacher, Intervisitations, Teacher Center, differentiated professional learning, Lunch & Learn, Friday folders, Collaborative Log</p> <p>C. Sustain Student government, student led Parent/Teacher/Student conferences, Small group instruction, peer feedback, Think Tank, community service, Kudos, Tell Me Something Good, Glow and grow feedback</p>	All parents All teachers Administrators Students	September, 2014-June, 2015	Principal, Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We strategically aligned the funds to support the instructional needs of the school. The network budget specialist is used to coordinate our fiscal and human resources. Once our pedagogical staff is assigned, funds are used for the provision of materials for the core instructional program and extracurricular activities. Under the new leadership, staff has fully embraced the effective use of their time as a resource. This is evident by the participation in the embedded professional learning opportunities, such as grade teams, Lunch & Learns, parent engagement conferences, and instructional team meetings.

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

Part 6 – Progress Monitoring

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

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

By January 2015, students will complete mid-year benchmark assessments in ELA and Math
 By January 2015, Fountas & Pinell reports will be analyzed to assess student movement in reading levels

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

One area of strength in the articulation of the shared vision of PS/IS 327 is the schedule that fosters a sense of cohesiveness. Across all grades, the literacy block requires targeted instruction in focus areas. Students, teachers, and parents are encouraged to participate and develop rigorous habits tailored to improving student achievement.

Another area of strength is the use of the ADVANCE system to examine and improve individual and school-wide practices in curriculum, teacher practices, and student achievement and student social and emotional developmental health. Teachers are provided timely feedback on the eight components of the Danielson rubric. ADVANCE school-wide reports are analyzed for trends in instruction. Professional development is provided based on these trends.

A third area of strength is the leadership of Ms. Chance Peart since August, 2014. Under her leadership there has been a purposeful effort to strategically organize resources to maximize support in achieving school improvement and student goals. Ms. Chance Peart has established an instructional cabinet, Think Tank, Student Government, Chat with Ms. Chance Peart, and School Leadership Team to assess needs and generate solutions based on collaborative input from stakeholders.

Last year, the school was lacking in the establishment of a fully functional system to conduct frequent observations, progress monitoring, and feedback of teacher practices. Ms. Chance Peart has made strategic decisions to address this concern such as a schedule for observations, ADVANCE, Friday Feedback Folders and the provision of immediate feedback notes to teachers during daily walkthroughs.

Part 2 – Annual Goal

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

By June 2015, 100% of teachers will receive regular and differentiated feedback from the school leader that reflects frequent observations, feedback, progress monitoring, and informed professional learning opportunities as measured by movement at minimum of one level in Danielson Framework.

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: G. Research-based instructional programs, professional development, and/or systems and structures needed to impact change H. 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). I. Strategies to increase parent involvement and engagement J. 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>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change A. Conduct formal and informal teacher observations B. Conduct daily walkthroughs C. Provide differentiated support and professional learning opportunities to teachers D. Utilize ADVANCE to document observations E. Sustain the Friday Folders practice F. Continue to provide immediate feedback to teachers during daily walk through using the note pad practice	All teachers	August, 2014-June 2015	Principal, Assistant Principals
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). A. Continue teacher data inquiry teams to analyze student data and address the needs of students in subgroups B. Identify over age and under-credited students and provide mentoring /counseling services through the Tomorrow’s Leaders partnership to facilitate student participation C. Implement the English as a Second Language (ESL) afterschool program that will offer instructional support for ELLs D. Conduct internal IEP reviews, incorporate multiple entry points aligned to the CCLS in lesson plans to meet individual students’ IEP goals	All teachers	August, 2014-June 2015	Principal, Assistant Principals
Strategies to increase parent involvement and engagement C. Encourage parents as partners in the education of their	All teachers All parents	August, 2014-June	Principal, Assistant Principals

<p>children through implementation of programs that foster their child's interests and participation throughout the school year including Class Dojo, class trips Bon Voyage Club, Perusing Parents, Power Dads, Wellness Wednesday, Cool Culture</p> <p>D. Encourage parents as partners in the education of their children through opportunities to acknowledge and celebrate their child's increased interest, participation and achievements in school programs throughout the school year including Chat with Chance-Peart, student led Parent/Teacher/Student conferences</p>		2015	
<p>Activities that address the Capacity Framework element of Trust</p> <p>A. Coordinate the Culture and climate committee, parent pen pal, Tuesday parent conferences, Think Tank, Chat with Principal Chance Peart, student led Parent/Teacher/Student conferences, school wide events</p> <p>B. Continue Think Tank, Buddy Teacher, Intervisitations, Teacher Center, differentiated professional learning, Lunch & Learn, Friday folders, Collaborative Log</p> <p>C. Sustain Student government, student led Parent/Teacher/Student conferences, Small group instruction, peer feedback, Think Tank, community service, Kudos, Tell Me Something Good, Glow and grow feedback</p>	<p>All teachers All students All parents</p>	<p>August, 2014-June 2015</p>	<p>Principal, Assistant Principals</p>

Part 4 – Resources Needed

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

We strategically aligned the funds to support the instructional needs of the school. The network budget specialist is used to coordinate our fiscal and human resources. Once our pedagogical staff is assigned, funds are used for the provision of materials for the core instructional program and extracurricular activities. Under the new leadership, staff has fully embraced the effective use of their time as a resource. This is evident by the participation in the embedded professional learning opportunities, such as grade teams, Lunch & Learns, parent engagement conferences, and instructional team meetings

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	X	Title III	X	P/F Set-aside		Grants
---	-----------------	---	----------------------	---	------------------------	--	------------------	---	------------------	---	----------------------	--	---------------

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

Part 6 – Progress Monitoring

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

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

By February 2015, leadership will engage in a midyear assessment of teacher practices as measured by movement in the Danielson Framework.

Part 6b. Complete in February 2015.

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

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

--	--	--	--	--	--

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school has made numerous gains in parental outreach and engagement. The former principal had established communication tools such as newsletters, school website, and parent workshops. Under the auspices of Principal Chance-Peart, there has been a plethora of new initiatives to encourage parents as partners in the education of our children.

The school atmosphere is welcoming and fosters a feeling of belonging and trust through the following initiatives: Chats with Chance-Peart, Automated School Messenger, Backpack notices, Translators/translated notices in the primary language spoken in the home.

The entire school community partners with communities and family agencies to provide professional development that nurtures the socio-emotional health of students through the following initiatives: Interactive workshops, Curriculum Night, Open House. The entire school community shares data to promote the home school partnership centered on student learning and success through the following initiatives: Student-led Parent-Teacher Conferences, Student Parent-Pen pal letters, Positive Behavior Incentives.

Based on the tenet, there is a concern with engaging parents, school leaders, and teachers in effective planning to maximize collaborative support and address students’ needs. Based on our student population of 644 students, there are a minimal number of parents that attend workshops/PTA meetings. The goal of our school is to promote active participation in these events.

Part 2 – Annual Goal

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

By June 2015, our goal is to increase overall parent participation in workshops and meetings by 10% as measured by a comparison of parents' attendance reports from September 2014 to 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"> I. Research-based instructional programs, professional development, and/or systems and structures needed to impact change J. 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). K. Strategies to increase parent involvement and engagement L. 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>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Parents will participate in workshops that support Balanced Literacy, ReadyGen, and Code X.	Parents	December 2014-June 2015	Entire school community
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). ELL students will complete a 10 week afterschool program that provides detailed progress updates to the parents/guardians.	ELL Students/ Parents	10 weeks January-April 2015	ESL Teacher
Strategies to increase parent involvement and engagement. Students and parents will receive recognition awards when goals are met academically and for attendance.	Students/ Parents	January-June 2015	Teacher Center
Activities that address the Capacity Framework element of Trust. Grade specific surveys will be distributed to the parents in grade level parent workshops.	Parents	March 2015	Teachers

Part 4 – Resources Needed

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

To enhance the community forum so parents are encouraged to engage as partners with the school in the education of our children, the following resources will be accessed- Parent Coordinator/ Teachers will make phone calls to parents' homes; Books will be distributed to parents for them to practice reading during Literacy workshops and then follow up to read with their children in their respective homes; Parent information guides will be distributed to parents of children identified as SWD; Monthly workshop calendars will be issued to all parents

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

Part 6 – Progress Monitoring

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

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

By February 2015, our goal is to increase overall parent participation in workshops and meetings by 5% by parents' attendance reports.

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

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

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)	Level 1 and 2 on ELA and Math NYS assessments	Fundations Close Readings Balanced Literacy ReadyGen Codex	small group, one-to-one, tutoring	during the school day
Mathematics	Level 1 and 2 on ELA and Math NYS assessments	Go Math Guided Groups	small group, one-to-one, tutoring	during the school day
Science	Classroom assessment	Urban Advantage support for exit project	small groups	during the school day
Social Studies	Classroom assessment	Constitution Works Interactive Reader Common Core Library Trade books ITunes U	6 th -8 th grade	during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All mandated students	Tomorrow's Leaders Brooklyn Psychiatric Society Baked Beans & Collard Greens	Small group One to One Counseling	during the school day

Section 7: Title I Program Information

Directions:

- E. All schools must indicate their Title I status in Part 1
- F. All elements of the *All Title I Schools* section must be completed in Part 2
- G. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- H. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- I. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- J. 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.
<p>Hiring committee that consists from educators from all content areas</p> <p>Small class size settings so teachers can provide intensive instruction</p> <p>Weekly common planning time for teacher collaboration</p> <p>Implement a robust professional learning calendar informed by teacher observations and feedback</p> <p>Differentiated professional development</p> <p>Frequent feedback from administration</p> <p>Team building activities</p> <p>Mentoring and intervisitations</p> <p>Teacher Center support services</p> <p>Clear weekly communication of high expectations</p>

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).
<p>Attend professional development monthly with superintendent and district colleagues</p> <p>Attend monthly network team professional learning session</p> <p>Conduct a needs assessment of teachers, paraprofessionals, and support staff aligned to CCSS</p> <p>Provide professional learning opportunities according to needs assessment identified from data evaluation</p> <p>Teachers will participate in professional learning opportunities aligned to the robust PD calendar</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

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	\$498,169	X	
Title I School Improvement 1003(a)	Federal	\$16,961	X	
Title I Priority and Focus School Improvement Funds	Federal	\$127,383	X	
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	\$2,760,827	X	
----------------	-------	-------------	---	--

¹Explanation/Background:

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) P.S. /I.S. 327

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/IS 327**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/IS 327** 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) P.S. / I.S. 327

PS/IS 327, 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 23	Borough Brooklyn	School Number 327
School Name Dr. Rose B. English 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 Ms. Mickisha Goss	Assistant Principal Genevieve Mohamad
Coach Cynthia Herbert	Coach AnnMarie Chance
ESL Teacher Chris Tang	Guidance Counselor Angela Haide
Teacher/Subject Area type here	Parent Tony Jones
Teacher/Subject Area type here	Parent Coordinator Sherry Young
Related Service Provider Dina Brutus	Other Randi Gold, AP
Network Leader(Only if working with the LAP team)	Other Connie Spann

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	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	1	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)	636	Total number of ELLs	36	ELLs as share of total student population (%)	5.66%
--	------------	----------------------	-----------	---	--------------

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	4
SIFE	4	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	8

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	16	0	0	12	0	0	8	0	0	36

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	16	0	0	12	0	0	8	0	0	36
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													

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	3		5	4	6	4	5					31
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic			1											1
Haitian					1			1						2
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	3	4	0	6	4	6	7	5	0	0	0	0	36

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)	1	1			2	2	2	5	1					14
Intermediate(I)		2	3		4	1			2					12
Advanced (A)			1			1	4	2	2					10
Total	1	3	4	0	6	4	6	7	5	0	0	0	0	36

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		3		3		1		11
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The early literacy skills of ELLs are assessed primarily using Fountas and Pinnell's Independent Reading Level, and Reading and Writing Skills. We also use Harcourt Story Town's unit based assessments. Early literacy is also assessed using the Performance Series and Imagine Learning program data. Imagine Learning data provides an analysis of phonemic awareness, phonics, vocabulary and

comprehension. and each student's literacy levels through several language and comprehension building activities. Taken together this data shows an overall weakness in Phonemic Awareness for beginning ELLs but mid-range reading comprehension performance for our beginning ELLs. This data helps inform our school's instructional plan by indicating that a significant portion of instructional time should be dedicated to phonemic awareness as well as letter and word recognition.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels and grades show that within one to two years of instruction, students who were classified in the beginning level on the LAB-R achieve intermediate or advanced levels on the NYSESLAT. There are students who are proficient in Listening/Speaking, but tend to still be weak in Reading/Writing. One of our kinderartners is at advanced level, and the other one is a beginner. Two of our 1st graders moved up to an intermediate level from beginning level on LAB-R, while one student remained a beginner based on the NYSESLAT. Three of our second graders were beginners on LAB-R, and moved on up to intermediate level based on the NYSESLAT, while one student scored an advanced level on LAB-R, and remained on advanced level on NYSESLAT. Four of our fourth graders were beginners on LAB-R, and two of them remained as beginners, while two of them moved up to intermediate level on NYSESLAT. Two of our fourth graders were advanced on LAB-R, and they were intermediate on last year's NYSESLAT. Three of our fifth graders were beginners on LAB-R, one of them moved to advanced. Five of our sixth graders were beginners on LAB-R, two remained beginners and three moved up to advanced, one was intermediate on LAB-R, and moved up to advanced on NYSESLAT. Six of our seventh graders were all beginners on LAB-R, two of them moved up to advanced on NYSESLAT. Four of our eighth graders were beginners on LAB-R, one moved up to intermediate and two of them moved up to advanced on NYSESLAT.
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 spring 2013 NYSESLAT results are not available on the RNMR at this time;
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 data from last year shows that all students took the NYS in English rather than their native language. They seem to be approaching the standards and can possibly even meet the standards in English rather than in their native language. This is logical since in most cases the children have not had much formal schooling in their native language. Teachers and members of the school's leadership used to use the data from the Periodic Assessments to create and monitor small-group targeted instruction. The information provided by this assessment has informed the school of the level of progress the students were making toward the end of year goal. It gave the teacher specific feedback as to the students' strengths and weaknesses.
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](#).)
Throughout the school year, teachers work collaboratively in grade meetings and during one on one conferences to discuss and review students' data. The school has systematically evaluated and determinated students' performance and needs using the benchmark tests, Fountas and Pinnel, classroom assessments, monthly assessments and End of Unit assessments. Data is reviewed during the grade meetings and one on one conferences with teachers to discuss students overall data. Data generated from formal and informal assessments are used for planning core instruction as well as delivering other layers of instruction using RTI model. The strengths and weakness of students in the diferente modalities are then reviewed and individual goals and plans of actions are created to meet students needs. Teachers differentiate instruction to meet the needs of all learners. In addition, Saturday Academy programs are offered to all ELL students. During the end of the school day students are pulled out for a small intervention group based on their needs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
ELLs. especially new comers, demonstrate needs for both academic contents and second language acquisition. We make sure our lessons and instructions carry dual objectives: a content objective and a language objective. Differentiated activities and materials requiring different linguistic readiness are included. For students with greater needs, we will scaffold by using ESL methods and spending more time on vocabulary, phonics and grammar.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of our ELL program is determined by scores on the NYSESLAT. The movement a student makes from one performance level to another over several years is another indicator of the effectiveness of the ELL program. We are clearly focused on the students' scalescore and performance level on the NYS ELA and Math exams. The imagine learning data is also extremely valuable as each week we can generate close to real-time data indicating current student mastery of objectives.

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](#).)
When a student is admitted to the NYC school system, parents are actively involved in all aspect of the decision making process. When a parent registers their child in the New York City School District for the first time, the principal or ESL teacher administers a Home Language Identification Survey (HLIS) to the parents to fill out in order to determine what language the child speaks at home. An informal interview is also conducted with the parent and child to find out more about the child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R has to be administered within the first ten days of enrollment in the school.
Students who speaks Spanish and scored below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in. Once all exams are administered to student, parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
All parents of students identified as ELLs are contacted and students are tested within 10 days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents. The orientation takes place within the week of the parents being notified of the child's availability into the ESL program. Parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parent's native tongue. The video offers parents three program options (Transitional Bilingual Education, Dual Language and Freestanding ESL). The video, brochures and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The ESL teacher also describes the programs that are available at the school. If the program that the parents decide is not available at the school, the ESL teacher is obligated to help parents to find a school that offers the program. The ESL teacher informs the parents that the school could place them on a waiting list until they have 15 or more students with the same language and grade to open up a bilingual class. Parent brochures in the parents native language are also given at the orientation so the parents could review the different choices that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form, that their child will automatically be places in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The ESL teacher would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option. After reviewing the Parent Survey and Program Selection forms, we found that all of our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language ones.
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 [\[see tool kit\]](#).)
Parents Survey and Program Selection forms are given out at orientations so that parents can decide on what option is best for

them. They are informed that if they do not return the form, their child will automatically be placed in a Transitional Bilingual Education program. The ESL teacher will follow up with parents with a phone call in the parents' native language or English to ensure that Transitional Bilingual Education is what they want.

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.

ELLs eligible for the bilingual/ESL service are placed in the program within ten days of admission, with reference to parents' choices and options. The placement letters were sent home and copies were made for records. For those ELLs who took the NYSESLAT and are still receiving ESL service, letters of continued entitlement were sent home, and copies were made for records. The placement will be the result of close consultation and communication with parents after all proper notices, calls, meetings, and orientations. And these activities will be conducted with ready bilingual assistance.

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.

All the ELLs will be evaluated annually by taking the New York State English as a Second Language Achievement Test (NYSESLAT). In spring ATS reports RLER, and RLAT will be generated for test eligibility of all the ELLs. The school will notify the parents, prepare the students, set a testing schedule, secure a proper testing location, and form a scoring team. To ensure the success of the NYSESLAT administration, four days will be assigned for each of the test components. Mr. Tang, our ESL teacher and the other teachers will work together to conduct the tests.

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. *①*

The ESL program offered at our school is aligned with parent's requests. The program that is available embraces all different types of language. Many of the program that the students use offer students information in their native language. We work on preparing the students for the 21st century. We provide information to our ELL parents through newsletter, during Parent-Teacher Conferences or individual meetings. We have an open door policy to our ELL parents to come and visit our classrooms to see what's taking place, to get a better understanding of their options. Students whose parents request a bilingual or dual language program will be advised to email the ELLProgramTransfers@schools.nyc.gov. The school will maintain a record of those students and parent requests. If there are 15 or more students with the same home language, and in the same or two continuous grades, then Brownsville Academy will open a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction is organized and delivered primarily in a pull-out setting where Imagine Learning program is used as the core instructional program. The program model is primarily ungraded and heterogeneous though K-2 students are usually grouped together as are grades 4-6 students and grades 7-8 students.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teacher develops a pull-out schedule, reviewed by the assistant principal to ensure the appropriate number of instructional minutes as per CR Part 154. Students are grouped based on their NYSESLAT levels, their understanding of English language, and the ELA skill that is being taught that period. The ESL teacher closely monitors the ESL students by making sure that they are understanding what is being taught in the class as well as by monitoring Imagine Learning program data. While students are working on their differentiated Imagine Learning modules, the ESL teacher works with all groups or individual student on skills instruction. Students labeled as beginners or intermediate receive 360 minutes of instruction per week. Advanced students receive 180 minutes of instruction per week.

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.

Content areas in math, science, and social studies are covered with scaffolding and other ESL approaches. For native language support, bilingual dictionaries are purchased. Spanish materials in math, science and social studies are provided. The ESL program is designed to develop skills in understanding, speaking, reading, writing and communicating in English through integration of academic content area. Cooperative learning groups, pair learning, thematic units, word walls, graphic organizers, total physical response, teacher modeling, read-aloud, hands-on activities, visual aids are all part of instruction. Another scaffolding approach for teaching new-comers content area is to use bilingual glossaries for math, science, and social studies developed by professional institutions.

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

NYS tests in math and science are available in translated versions for ELLs. Spanish LAB is administered to ELLs to determine their language dominance. Bilingual teacher and paraprofessionals are available to provide translation whenever necessary. For Imagine Learning program, if students' reading levels are assessed, the reading of text is done in English, but the comprehensive questions may be given in students' native language in order to ensure that students understand what they are expected. Word to word translation dictionaries are also given to ELLs and used as further support throughout all subject areas.

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

ESL teacher creates goals on the NYSESLAT test. ELLs are evaluated throughout the year based on classwork and assessments that is provided and used by the ESL and classroom teachers. Lessons that are provided to the ELL students covers all four modalities. A pre and post assessments is used during lessons. In addition, the teacher takes conference notes of the students' progress throughout the lesson.

6. How do you differentiate instruction for ELL subgroups?

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

Our SIFE students are assessed to identify weakness and strengths. We conduct individual meetings with parents and provide them with an individual plan based on the needs of the SIFE student. A complete assessment for these students is conducted to find out areas of deficiency to help provide necessary teaching and learning strategies. At the same time, we refine and enhance students' prior knowledge and boost self-esteem.

Newcomers work in pairs with students in the advanced language level. Their different cultural backgrounds are considered as assets. Students challenge, support and learn from each other. We give newcomers assessments first, then set individual goals for each

student and teach them with ESL methodologies. Since many of these students tend to be within the early childhood division, the school provides further diagnostic analysis through our iStation and Harcourt monthly assessments focusing on phonics, phonemic awareness, vocabulary and comprehension. Based on this data available to both the classroom teacher and the ESL teacher, prescriptive skill-based lesson plans are implemented to meet the students' individual needs. Students with 4-6 years of ELL services are almost always housed within our elementary and middle school divisions and as such benefit from periodic assessment (Performance Series and Acuity) data analysis. Teachers including the ESL teacher make use of this data to prepare and implement differentiated instructional plans to address the needs of these learners.

Moreover in order to help students prepare for state assessments Title III per session funds are set aside for teachers to provide testpreparation for students. The few students in our building who have more than 6 years of ELL service are provided with additional monitoring by our guidance counselor and assistant principals, frequent parental communication by the parent coordinator and additional academic intervention service opportunities including our Fast ForWord program which boosts the enhances memory, attention as well as visual and auditory processing.

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?

The Fast ForWord program is primarily used for our students with disabilities including ELL-SWDs. For these ELLs with special needs the ESL teacher familiarizes himself with their IEP goals and works closely with the Special Education classroom teacher. Each student is different and therefore, the ESL teacher assists in accommodating their special needs while improving language skills. We have recently begun incorporating UDL-based strategies to adapt our curriculum to provide multiple means of representation (for example, providing options to customize the display of information or alternatives for presenting auditory or visual information), multiple means of action and expression (for example, options in the media for communication), and multiple means of engagement (for example, options that increase individual choice or autonomy) for all of our SWDs including ELL-SWDs so as to better provide access to academic content while simultaneously accelerating English Language development.

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?

With the increased availability and use of technology our teachers are more easily able to adapt our curricula to meet the needs of all of our ELLs including SWD-ELLs. This curricular flexibility is enhanced by instructionally flexible co-teaching models which we are encouraging our ESL and other teachers of ELLs to embrace. With an increase in the collaboration of our ESL teacher and his colleagues in setting goals and objectives as well as planning and implementing interdisciplinary lessons which are more academically rigorous while promoting English language development, we expect greater learning outcomes from all of our ELL students. Although our ESL teacher implements lessons primarily in a tightlyScheduled pull-out I nstructional ESL model, he is encouraged to work with his colleagues to provide push-in teaching so that groups of ESL students are able to benefit inside a regular English classroom environment. Our IEP and PPC teams regularly meet to discuss placement of students receiving special education services including SWD-ELLs within the least restrictive environment so as to better incorporate a student's strengths where possible within a mainstreamed environment while targeting at-risk areas.

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:			

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

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

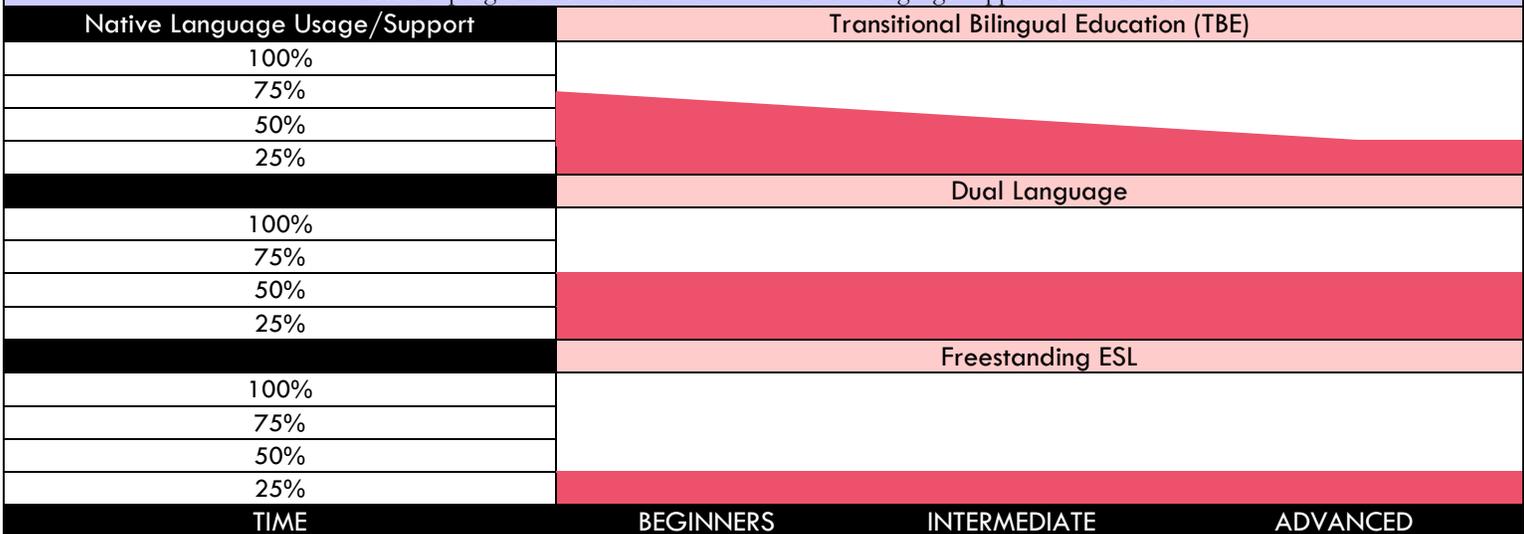
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Several different intervention programs and services are in place to support our ELL population. The main program is Imagine Learning (described above). Some of the other programs in place are: Achieve 3000 (grades 6-8), Time To Know ELA and Math (grades 4-5), Brainpop ESL. The SIOP plan is another form of intervention that is used in the school. The SIOP method is a lesson plan format that is used to support many different ELL components. SIOP lesson plans are also used tie together the different subjects in the school. Many visuals and hands-on materials are included in this lesson format lesson. Total Physical Response (TPR) and technology are also regularly used in the lessons.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current ELL program is being delivered effectively to all Ells in the building according to the regulations and mandates. Instructions cover both literacy skills and academic contents, with a balanced use of both fiction and non-fiction materials. To help the Ells meet the CCSS, the program leveraged support for the students with RTI and after-Saturday programs.
11. What new programs or improvements will be considered for the upcoming school year?
- Go Math, Ready Gen and Code X will be used for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- There are no ELL programs that have discontinued in the school this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are given equal access to the different programs that are offered in the school. They are able to participate in everything that is available to any student in their grade level.
- A Title III funded Saturday program is offered to current and former ELL students. Students are able to attend the program where they will work on ELA, Math, Science, Social Studies and communication.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology plays a big role in our ESL program. The teacher has a SMART Board in his classroom and we are purchased more dedicated laptops for the ESL classroom. The Imagine Learning Program is the main technology program that is used in the ESL class. Brainpop ESL is also used to support instruction, along with Achieve 3000, English Now as well as NYSESLAT preparation books are all used to provide instruction to our ESL students. Focus is placed on students to develop their language, reading, speaking, and writing skills. Title III funded Saturday school test preparation program is also offered to current and former ELL students as a form of additional support to the students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The Native Language of our students is embraced in the ESL program. Fortunately, our ESL teacher is fluent in English, French, Spanish, Cantonese, Shanghainese and Mandarin thus enabling communication with the students and parents in their native language where necessary. Different activities celebrating the students' native language are also used in the ESL program. Dictionaries and thesauruses in the students' native language and English are provided to assist the students in the class where appropriate. Computer-based ESL programming (primarily Imagine Learning) provides additional, grade-level native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- New York State Common Core standards and curricula are used to plan instruction and activities in the class. The different activities are differentiated based on the students' ages, grade, level of proficiency and ability.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Our annual Summer Parent workshop series are offered to all parents who wish to hear information about upcoming events and activities that are planned and set up for the school year.
18. What language electives are offered to ELLs?
- Spanish is the only language elective that is offered in the school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

The ESL teacher receives monthly formal professional development primarily through our Network. He also receives on-demand Network level technical assistance. He and another licensed ESL teacher provide professional development for the remainder of the teachers of ESL students. These sessions (7.5 hours) are facilitated primarily on a division basis: Early childhood, Elementary and Middle School levels. The cognitive and psychosocial needs of our ELLs as they transition between early childhood, elementary, middle school and high school levels are discussed. Some of the topics include basic ELL background (including cases like Jose P), the school ELL intake process, and initial language learning (phonemic awareness, phonics, vocabulary and comprehension instructional strategies), academic vocabulary, childhood and adolescent developmental considerations, technology-based interventions, co-teaching, joint-ESL and classroom teacher goal-setting and monitoring, task complexity, levels of questioning, and using data such as NYSESLAT, Imagine Learning reports and periodic assessment data to drive ELL instruction.

Attendance sign-in sheets, copies of certificates of completion, as well as agenda's will be maintained in the school.

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?

In our school, parents are viewed as critical stakeholders in our students' academic achievement and as a result considerable efforts are made in order to engage them with knowledge about school events, activities and important information as well as strategies to assist their child with homework. There are a myriad of beginning of the year activities such as the First Day Celebration, Principal Parent Breakfasts,

Welcome Back BBQ, Open House in which we open our doors in an effort to proactively establish and maintain parental relations.

Throughout the year there are monthly meetings with the principal in addition to monthly SLT, PTA and PAC meetings and workshops. For those who cannot come to the school our website is a vital source of information and includes a parent page, parent resources, a principal blog and language translation (a quick click of the mouse converts the entire website into a Spanish or other language site!). We partner with our CBOs such as the YWCA to provide communication with parents about many in-school and out-of-school-time events. Many of our YWCA counselors speak Spanish and since our YWCA program operates from 3-6pm on a daily basis the counselors often provide critical translation services for our parents after school hours. We evaluate the needs of our parents primarily through the DOE Learning Environment Survey. Judging by the survey results more than 90% of our parents are satisfied or very satisfied with the way we communicate with them and the overall job we are doing. We also value word of mouth reports and the administration makes extra efforts to solicit the views of our ELL parents "over the counter."

Fortunately, we have multiple staff members who speak Spanish, Creole, Chinese and Arabic, allowing us to engage our parents in their native languages immediately and when they need us to without having to pay for costly translation services. There is always a staff member available to translate at meetings such as our monthly Principal Parent Breakfast. The city does not provide a breakdown to schools as to which groups of parents feel a certain way about the school but there is no reason for us to believe that the parents of our ELL students feel any differently than the 90+% of parents overall.

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: 327

School DBN: 23K327

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mickisha Goss	Principal		12/20/13
Genevieve Mohamad	Assistant Principal		12/20/13
Sherry Young	Parent Coordinator		12/20/13
Chris Tang	ESL Teacher		12/20/13
Tony Jones	Parent		12/20/13
Cynthia Herbert	Teacher/Subject Area		12/20/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Nancy Ramos	Network Leader		12/20/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23K327 School Name: Dr. Rose B. English School

Cluster: 5 Network: 533

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.

Based on the background of our ELL population, observation of actual beginning of the year registration and a review of Home Language survey data we determine which languages are priorities in terms of translation needs for letters and communiques to parents.

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

This year, as in most recent years, by far the most dominant minority language spoken by parents is Spanish (17%). This year we do however have 1 family whose primary language is Arabic, 1 family whose primary language is Bengalie, 1 family whose primary language is French and 2 families whose language is Haitian Creole. These findings are communicated orally in various principal parent meetings and listed in written form on our school website for all who have an interest to see and read in a language of their choice.

Part B: Strategies and Activities

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

The school will distribute translated letters to the identified parents whose native language are spoken at home, i.e., Spanish, Arabic and. Since the Department of Education provides translated copies of all parent letters, these letters are printed and distributed at the same time as English letters. All school specific letters are also translated into different languages through translation services provided by our ESL teacher who is a competent speaker and writer of French and Spanish. Arabic translation of letters are provided by another teacher who is a competent writer of Arabic.

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.

The school will provide in-house oral interpretation services on demand for any and all parents who cannot adequately understand English or who wish a translation. Fortunately our staff includes multiple members who speak all of the languages identified in Part A above.

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>.

As per A-663 we will provide each parent whose primary language is a covered language and who require assistance services with a copy of the Bill of Parent Rights and Responsibilities in the main office, the parent coordinator's office and on the school website. We will also post a sign near the school entrance in Spanish indicating the availability of interpretation services. Finally, our Safety Plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. For example, the Safety Agents have been instructed to contact an administrator if a parent who cannot speak English attempts to communicate with the agent about a situation involving their child. Administrators will either communicate with the parents themselves (e.g., Spanish, French) or contact a staff member who speaks the language of the parent (e.g., Arabic).

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information

Name of School: Dr. Rose B. English

DBN: 23K327

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

K 1 2 3 4 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our After school program will be staff a an ESL certify teacher and a content teacher. The ESL teacher will instruct the two days. Once every other week for a period of two hours a content teacher will co-teacher with the ESL teacher. The subgroups that will be served are all 25 Intermedia Students and 10 Beginers on Wednesday and Thursday for 2 and half hours after School for a period of 20 weeks, two days , 2.30 hours .
The Language of instruction will be English with the support of native language Spanish.
The certify ESL teacher is also Spanish/ Foreign Language certified. The Content teachers, ELA, Mathematics, are certify in their own areas of experties and have accepted to provide instruction once a week on a rotation based e.g on week 2 ELA week 4 Math, week 6 ELA until the program ends.
During the program we will use instructional materials such as but not limited to. and technology using the program Imagine Learning.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our teachers in our school will benefit from a PD on instructional strategies to assist the ELL in their classroom. The training will be conducted on Tuesday January.... 2015 and Tuesday March.... 2015 by

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: In Collaboration with our school Parent Coordinator and the PTA president we will provide our parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our ESL program during and After school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator and the ESL teacher will also maintain a log of events and activities planned for parents once every other month. We have tentative plan two trainings. The first training will be on December 10, 2014 at 3:00 pm and the second training on coordination with PTA on March 10, 2015 at 9:00 AM.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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