



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

19K346

School Name:

THE ABE STARK SCHOOL

Principal:

KEVIN CAIFA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Abe Stark School School Number (DBN): 19K346
School Level: Pre-K to 5 Grades Served: Pre-K to 5
School Address: 1400 PENNSYLVANIA AVENUE, Brooklyn, NY 11239
Phone Number: 718-642-3000 Fax: 718-642-8498
School Contact Person: Kevin Caifa Email Address: KCaifa@schools.nyc.gov
Principal: Kevin Caifa
UFT Chapter Leader: Veronica Wilensky
Parents' Association President: Ava Atkinson
School Leadership Team
Chairperson: Alicia Sherman
Student Representative(s): N/A

District Information

District: 19 Superintendent: Joyce Stallings Harte
Superintendent's Office Address: PS 13- 557 Pennsylvania Ave, Brooklyn, NY 11207
Superintendent's Email Address: JStalli@schools.nyc.gov
Phone Number: 718-240-2741 Fax: 718-240-2751

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: N211 Network Leader: Jean McKeon

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:

1. 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*.
2. 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.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kevin Caifa	*Principal or Designee	
Veronica Wilensky	*UFT Chapter Leader or Designee	
Ava Atkinson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jeremy Williams	CBO Representative, if applicable	
Alicia Sherman	Member/Teacher	
Elizabeth Sosa-Brita	Member/Para-Professional	
Hilary Goldberg	Member/Teacher	
Nicole Tann	Member/Para-Professional	
Charlotte Dash	Member/Parent	
Marisol Jimenez	Member/Parent	
Lisa Ricks	Member/Parent	
Naomi Reed	Member/ Parent	
Yolanda Wilson	Member/Parent	
	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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Abe Stark Primary School 346 is an elementary school with 639 students from pre-kindergarten through grade 5. The school population comprises 65% Black, 24% Hispanic, 4% White, and 2% Asian students. The student body includes 2% English language learners and 17% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 93%.

P.S. 346 is a community of learners in which children from pre-k through 5th grade participate in a joyful and challenging education. In our creative environment, children become confident and knowledgeable about themselves and others. We prepare our children to become successful, compassionate, and self-motivated learners through a combination of academics, ambience, and diversity.

The school has selected the Ready Gen and Go Math curricula to cognitively engage students and set them on a path towards college and career readiness. Both programs are aligned to the CCLS, focus on the instructional shifts that include accountable talk and citing text based evidence to support conversations and writing in both English language arts and math. The leadership and teachers prepared themselves to support students by engaging in summer professional development through the Children First Network (CFN) and external consultants which was turn-keyed to all staff members. Curricula development and planning units of study are a large part of the work of teacher teams across the grades. Teachers began the year deepening their understanding of Danielson's framework which guides their ongoing professional development goals. Through data analysis and deconstruction of student work products, teachers refine curriculum making changes so units and lesson plans are altered for all students to have access to content and skill development. We are continually building instructional coherence which promotes college and career readiness for all students.

Across grades teachers meet three periods per week to refine curricula using student data to discuss implications for instruction and curriculum modifications to meet the needs of all students. Teachers are thoughtfully creating units of study by analyzing data and student work samples so that tasks are strategically aligned to CCLS and embed the instructional shifts to support all students in developing higher order thinking skills. When looking at student work, teachers refine their lessons to increase the use of more academic vocabulary instruction to enhance student to student conversations and written assignments. Additionally, teachers have revised the literacy block to include a period of guided reading, literacy centers and independent reading to ensure all students, including English language learners and students with disabilities, are reading independently and have the skills and strategies to access and be engaged in critical analysis of text. Curricula and academic tasks are planned and refined to meet the needs of all learners in each classroom.

The Instructional Focus of PS 346 is at the core so that all staff and students will engage in a coordinated whole-school effort to have all students show growth in reading comprehension and the ability to demonstrate knowledge through effective, critical questioning and text-based discussions across the curricula through the implementation of a set of shared practices in literacy instruction. The consistency of the instructional focus and the shared understanding across the school can be seen in various ways:

- Shared expectation that each student has the ability to take ownership of his or her questioning and discussion
- Professional development support around questioning and discussion embedded in inquiry teams throughout the year
- Professional collaboration, including reflecting on student performance and teachers practice to monitor work around questioning and discussion
- Student discussions in the classroom and resulting work displayed throughout the school.

We created a comprehensive instructional improvement initiative. This initiative began with the formation of two teams made up of a cross section staff:

1. Instructional Leadership Team (ILT).

The ILT will be comprised of:

- School principal
- One Assistant principal
- A team leader from each grade-level teacher team
- One special education teacher
- One or more cluster teachers.
- Parent Coordinator

2. School Data Team consisting of:

- School principal
- One Assistant principal
- A team leader from each grade-level teacher team
- One special education teacher
- One or more cluster teachers

Teams prepared an analysis of student results on teacher-developed assessments and the most recent NYS exams for ELA, Math, and Science (when available). Through this process of vertical and horizontal alignment, we are able to hone in on the need to help students strengthen their reading comprehension skills and the ability to demonstrate knowledge through effective, critical questioning and text-based discussions across the curricula. Anchored by a clear school-wide Instructional Focus (IF), the ILT and data teams will help each grade's teacher teams set student achievement goals; ensure that ILT, collaborative planning and professional development meetings remained —focused on the IF. These steps have become the foundation for the instructional improvement work to follow: including the implementation of a set of —School-wide Best Practices, enhanced common planning and professional development meetings, all driven by the instructional focus. This new approach is designed to transform full staff meetings from sessions devoted to administrative discussions into professional learning opportunities. At the same time, it ensures that collaborative planning meetings have clear goals and objectives, with an aim toward improving instruction and building teacher expertise around the school's instructional focus.

As a result, PS 346 made the most growth in 2013/2014 in the following areas:

- 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
- 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.
- 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.
- 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.

Going forward the following are key areas of focus for the 2014/2015 school year:

- 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
- 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.
- 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.
- 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.

Our continual focus has been to expand the depth of questioning and student discussion in classrooms through the implementation of the instructional shifts and informed by Danielson in order to align curricula and promote students' participation so all learners produce meaningful work products. All school staff shares the beliefs of what effective instruction looks like as informed by the Danielson Framework of Teaching. Teachers at the team level discuss and use the rubric to adjust curriculum and make instructional decisions to ensure rigorous lessons are being conducted to maximize learning. Teachers engage all students in high level task assignments aligned to the CCLS and provide a range of entry points that meet the various needs of the students. Teachers accommodate students with disabilities by sitting with the group and guiding the learning during a peer group activity to strengthen their understanding of the lesson objective. In addition, most students engage in "turn and talks", work in partnerships and use evidence from the text to deepen their discussions and engage in cognitively challenging practices. High performing students are engaging in high level tasks, and offer meaningful extensions that further develop their thinking. Some students are beginning to show evidence of higher levels of thinking and learning through improved work products.

We believe that students learn best when they are able to explain their work to each other and engage in a variety of media to support learning. Teachers use smart boards to support student understanding and highlight the higher order thinking questions they will be asking during their lessons. In some classes, students used the questions on the smart board to have a discussion during which they used a blow up beach ball to pass to their classmates and build upon one another's ideas. Students from the fourth and fifth grades created a virtual museum in which they studied the life of several famous African Americans. Students shared their findings to a visiting fourth grade class and the students asked questions of these famous African Americans and discussed the impact they had on history. Although this approach encourages students to build on one another's ideas and be active thinkers, discussions across classrooms are essentially teacher-directed without providing opportunities for members in student groups to respond with possible explanations or ask further questions as they seek to clarify their understandings. Teachers are planning effective lessons that engage students in high level thinking and participation in genuine discussions.

We have developed an assessment calendar and gathers summative and formative data centrally about student outcomes. Common rubrics are used in literacy and math for CCLS aligned writing tasks and performance-based assessments (PBA) at the culmination of each unit module. These rubrics provide teachers and students with a common language with which to talk about learning, identify areas of strength and growth through analysis of student work from writing or math tasks. Students receive feedback, which highlights strengths and next steps for improvement aligned to the language of the content specific rubrics. Student progress will be examined quantitatively and qualitatively alongside instructional expectations and common core aligned performance tasks to identify next steps that will lead to re-teaching, intervention, extensions or curricula adjustments. Students are beginning to self-assess and peer assess their work using the same rubrics to reflect on their own learning. Students are receiving feedback that guides them toward mastery levels which maximizes their learning potential.

The school uses common assessments, rubrics, writing prompts and grading policies that are aligned with the school's curricula in all subject areas. The principal and teachers share that the school's new instructional programs in reading and math offer a wealth of assessments that teachers modify as appropriate to meet the needs of students. In addition, teacher teams analyze assessment data for patterns and trends in student performance, particularly in English language arts and math. Their analysis of running records and student work products found that students need more time for independent and guided reading to develop and use strategies to improve understanding of text and build stamina. The uses of ongoing checks for understanding and student self-assessment protocols are beginning to make immediate adjustments to lessons. Teachers are beginning to make effective adjustments to the curriculum to ensure students' progress through common assessment results.

There are many areas for celebration and promising practices at PS 346. These include:

* The school schedule is designed so that all classroom teachers have common preps together every day to plan.

*Read-Well: For the past 4 years our school has embraced the phonics and fluency program which has fill a long time

problem at P.S. 346. Students from both grades stream to different classes each day to work in small groups with other students working at their level. Groups periodically change based on students mastery of reading levels with many children reading at second grade levels in first grade. This is the first year that our third graders will have benefitted from 2 years of Read Well and we believe that this will positively impact our results in the spring.

*Our school has 2 SBO's: The Starrett City After-school program and the Italian American League After-school program. Both programs support parents and students by assisting with homework and offering arts, crafts, dance, and physical education activities.

*Our 4th graders are provided swimming instruction each winter and spring. Our physical education teacher is a licensed lifeguard and teaches the students at the Starrett City indoor pool.

*Our 4th and 5th graders are offered band resulting from a \$15,000 grant we receive each year from the Starrett City Corporation.

Our school has been able deepen learning through the following clubs:

- Student Government
- Aquaponic Garden Club
- Book Club
- Drama Club
- Performing Arts
- Stock market Club
- Mighty Milers Track Team

19K346 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	634	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		76.1%	% Attendance Rate	92.6%
% Free Lunch		78.3%	% Reduced Lunch	6.9%
% Limited English Proficient		2.2%	% Students with Disabilities	19.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	63.5%
% Hispanic or Latino		25.1%	% Asian or Native Hawaiian/Pacific Islander	4.8%
% White		5.8%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	16.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	7.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		29.4%	Mathematics Performance at levels 3 & 4	33.8%
Science Performance at levels 3 & 4 (4th Grade)		79.8%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	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.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

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

Part 1b. Needs/Areas for Improvement:	
1.	Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	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.

Teachers need to 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 DQR 3.3 2013-2014

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, teachers in Grades K-5 will design and pose higher order thinking questions to promote student thinking and deep discussion as measured by Charlotte Danielson's Framework for Teaching as evident in a 10% increase from the 2013-14 data of effective and highly effective teachers in domain 3B in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
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<ul style="list-style-type: none"> 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 			
Teachers of Grades K-5 will engage students in higher order questioning techniques through the use of Depth of Knowledge (DOK) matrix	Students in Grades K-5	September 2014- June 2015	Principal, Assistant Principals, Teachers of Grades K-5
Scaffold higher order questioning for students with disabilities and English language learners will be included in lesson and unit plans	Students with disabilities and English Language Learners	September 2014- June 2015	Teachers of students with disabilities and English Language Learners, SETSS teacher, ESL teacher, ICT teachers
Workshops for parents on Depth of Knowledge (DOK) matrix to assist parents in understanding the use of higher order questioning techniques	All Parents of Students in Grades K-5	September 2014- June 2015	Teachers and Assistant Principals
To understand needs and incorporate trust, students will build on each other's ideas during class discussions	Students in Grades K-5	September 2014- June 2015	Teachers of Grades K-5

Part 4 – Resources Needed

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

Network Achievement Coach will provide ongoing training to teachers in Grades K-5 in the DOK matrix to strengthen teachers' knowledge and implementation of higher order questioning techniques. Teachers will use professional learning time to build on their knowledge and pedagogical practices to support student growth.

Part 5 – Budget and Resource Alignment

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

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

Teacher per session to conduct parent workshops on DOK matrix and the use of scaffolding higher order questioning techniques

Part 6 – Progress Monitoring

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

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

By February 2015, teachers in Grades K-5 will engage in higher order questioning techniques through the use of DOK strategies, as evidenced in a 4% increase in effective and highly effective ratings in domain 3B from the 2013-14 data in Advance.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school leader and student support staff need to 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 DQR 2013-2014, 5.5

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, teachers in Grades K-5 will strengthen our Shared Path to Success – focus on creating inclusive school environments and deepening the expertise of the general and special educators to effectively meet the needs of students with disabilities (SWDs), by implementing a parent survey that is measured by 35% participation of parents of SWDs.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change 			

<ul style="list-style-type: none"> 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 			
Teachers will strengthen our Shared Path to Success – focus on creating inclusive school environments, specialized programs, and deepening the expertise of our general and special educators to effectively meet the needs of students with disabilities	Students with disabilities and English Language Learners	September 2014- June 2015	K-5 General Education Teachers, K-5 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals
Teachers of students with disabilities and English Language learners will meet bi-monthly to analyze, monitor and evaluate IEP goals and objectives to ensure they are rigorous, aligned to CCLS and meeting the individual needs of each student	Students with disabilities and English Language Learners	September 2014- June 2015	K-5 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals
Parents of students with disabilities and English Language learners will meet on Tuesdays with teachers, IEP teacher and ESL teachers to review and discuss the progress of their child’s IEP goals and objectives	Parents of students with disabilities and English Language Learners	September 2014- June 2015	K-5 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals
To understand needs and incorporate trust we will continually seek input and feedback from families, students and teachers through monthly parent surveys, Tuesday parent outreach sessions and student feedback	Students with disabilities and English Language Learners	September 2014- June 2015	K-5 General Education Teachers, K-5 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
IEP teacher, SETSS teacher, ICT teachers and ESL teachers will meet on Tuesdays with parents of students with disabilities and English Language learners to review and discuss the progress of students IEP goals and objectives. Teachers will use professional learning time to build on their knowledge and pedagogical practices to support students.

Part 5 – Budget and Resource Alignment

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

Teacher per session for general education teachers to meet with ICT teachers, IEP teacher, SETSS teacher and ESL teachers to review, monitor and revise IEP goals and objectives to ensure goals and objectives are rigorous, aligned to CCLS and meeting the needs of students with disabilities

Part 6 – Progress Monitoring

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

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

By February 2015, teachers in Grades K-5 will strengthen our Shared Path to Success – focus on creating inclusive school environments and deepening the expertise of our general and special educators to effectively meet the needs of students with disabilities (SWDs), by implementing parent outreach logs.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	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.	E

Part 1b. Needs/Areas for Improvement:

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

Teachers need to 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 DQR 2013-2014, 4.2

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, teachers in Grades K-5 will meet in professional learning communities to share, revise and adapt lesson and unit plans that promote high levels of student engagement, as evidenced in the Looking at Student Work Protocol (LASW) protocol and measured by 10% increase of Effective/ Highly Effective observations, in Danielson component 1e compared to the 2013-2014 Advance data.

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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • 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 			

<ul style="list-style-type: none"> subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Teachers will collaborate during Monday professional learning to share, revise and adapt instructional techniques, lesson and unit plans in order to established student goals that promote high levels of student engagement and inquiry , as evidenced in the LASW protocol, revisions to lesson and unit plans	Horizontal and/or vertical teacher teams	September 2014- June 2015	K-5 Teachers, Principal and Assistant Principals
Teachers of students with disabilities and English Language learners will collaborate and with general education teachers each Monday using the LASW protocol to share, revise and adapt instructional techniques, lesson and unit plans in order to established student goals that promote high levels of student engagement and inquiry	Horizontal and/or vertical teacher teams with teachers of students with disabilities and ESL teachers	September 2014- June 2015	K-5 Teachers of students with disabilities and English Language learners , Principal and Assistant Principals
Parents of students with disabilities and English Language learners will meet on Tuesdays with teachers, IEP teacher and ESL teachers to established student goals that promote high levels of student engagement and inquiry	Teachers and parents of students with disabilities and ESL teachers	September 2014- June 2015	K-5 Teachers of students with disabilities and English Language learners , Principal and Assistant Principals
To understand needs and incorporate trust, teachers will deeply analyze the individual needs and experiences of students, working collaboratively to revise and adapt lesson and unit plans to established student goals that promote high levels of student engagement and inquiry	Horizontal and/or vertical teacher teams	September 2014- June 2015	K-5 Teachers, Principal and Assistant Principals

Part 4 – Resources Needed

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

Data specialist and administration will meet to analyze and revise the impact and targets of horizontal and/or vertical teacher in order to established student goals that promote high levels of student engagement and inquiry . Teachers will use professional learning time to build on their knowledge and pedagogical practices to support student growth.

Part 5 – Budget and Resource Alignment

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

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

Data specialist and Supervisor per session to analyze and revise the impact and targets of horizontal and/or vertical teacher in order to established student goals that promote high levels of student engagement and inquiry.

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.

4. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, teachers in Grades K-5 will meet in professional learning communities to share, revise and adapt lesson and unit plans that promote high levels of student engagement, as evidenced in the Looking at Student Work Protocol (LASW) protocol and measured by 5% increase of Effective/ Highly Effective observations, in Danielson component 1e compared to the 2013-2014 Advance data.				
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.	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.

Leaders need to ensure an articulated vision is 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 DQR 2013-2014, 2.2

Part 2 – Annual Goal

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

By June 2015, the Principal will participate in 20 horizontal and/or vertical teacher teams meetings that focus on promoting high levels of student engagement and inquiry as evidenced by a 10% increase of Effective/ Highly Effective ratings in Danielson component 3c compared to the 2013-2014 Advance data.

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:	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>
1. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
Principal will lead by example by participating in 20 horizontal and/or vertical teacher teams meetings focusing on LASW protocol to establish student goals that promote high levels of student engagement and inquiry	Horizontal and/or vertical teacher teams	September 2014- June 2015	Principal
Principal will lead horizontal and/or vertical teacher teams meetings specifically with teachers of students with disabilities and ESL teachers focusing on LASW protocol to establish rigorous IEP student goals and objectives that promote high levels of student engagement	Horizontal and/or vertical teacher teams with teachers of students with disabilities and ESL teachers	September 2014- June 2015	Principal
To increase and strengthen parent involvement, Principal will ensure teachers are meeting with parents of students with disabilities and English Language learners on Tuesdays to discuss and inform parents of IEP student goals that promote high levels of student engagement and inquiry	Teachers and parents of students with disabilities and ESL teachers	September 2014- June 2015	Principal
To understand needs and incorporate trust, Principal will ensure teacher work collaboratively in horizontal and/or vertical teacher teams meetings focusing on LASW protocol to establish student goals that promote high levels of student engagement and inquiry	Horizontal and/or vertical teacher teams	September 2014- June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal and supervisors will meet to analyze results in order to prepare for future horizontal and/or vertical teacher teams meetings focusing on establishing student goals that promote high levels of student engagement and inquiry. Administration and teachers will use professional learning time to build on their knowledge and pedagogical practices to support student growth.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
Principal, supervisor and teacher per session to analyze results and prepare for future horizontal and/or vertical teacher teams meetings focusing on establishing student goals that promote high levels of student engagement and inquiry.												

Part 6 – Progress Monitoring

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

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

By February 2015, Principal will lead by example by participating in 10 horizontal and/or vertical teacher teams meetings focusing on establishing student goals that promote high levels of student engagement and inquiry evident by a 4% increase of Effective/ Highly Effective observations, in Danielson component 3c compared to the 2013-2014 Advance data.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school needs to engage in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning. DQR 2013-2014, 6.3

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, parents and teachers will attend regularly scheduled parent and school meetings (Tuesday Parent Meetings, Annual Title I Parent Meeting, Title I Parent Committee, and PTA) to inform and strengthen the parent and school community connection, as evidenced in a 10% increase in attendance at parents workshops/meetings.

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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with 			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
All parents and teachers will be invited to attend regularly scheduled parent and school workshops/meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA) to inform and strengthen the parent and school community connection	All parents, teachers and Administration	September 2014- June 2015	Teachers, SLT, PA, Title 1 Parent Committee and Administration
To address the needs of students with disabilities, English language Learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) parents and teachers of students with disabilities, English language learners, and other high-need student subgroups are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/ parent connection	Students with disabilities, English language learners, and other high-need student subgroups	September 2014- June 2015	Teachers of students with disabilities, English language learners, and other high-need student subgroups
To increase parent involvement and engagement, parents will have open access to materials, computer lab, school library and resources for in-school and/or at-home use to support their child's learning and monitor student progress	Parents of all 19K346 students	September 2014- June 2015	Teachers, Parent Coordinator, Librarian and Administration
To understand needs and incorporate trust, parents and teachers are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/ parent connection	All parents, teachers and Administration	September 2014- June 2015	Teachers, SLT, PA, Title 1 Parent Committee and Administration

Part 4 – Resources Needed

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

Administration and teachers will outreach and provide information to the parent community to encourage and increase parent participation at scheduled parent and school workshops/meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA)

Part 5 – Budget and Resource Alignment

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

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

Teacher, supervisor and teacher per session to attend afterschool SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA.

Part 6 – Progress Monitoring

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

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

By February 2015, parents and teachers will attend regularly scheduled parent and school meetings (Tuesday Parent Meetings, Annual Title I Parent Meeting, Title I Parent Committee, and PTA) to inform and strengthen the parent and school community connection, as evidenced in a 5% increase in attendance at parents workshops/meetings.

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)	Students at performance levels 1 and 2 on the 2013-2014 State ELA Exam, Students scoring below grade level on Fountas and Pinnell benchmarking and RTI scores to assess vocabulary and reading comprehension	Read Well, ReadyGen, Ready New York CCLS Practice, Prepare for Excellence, RTI in vocabulary and reading comprehension	Small group	During the school day, before and afterschool AIS programs
Mathematics	Students at performance levels 1 and 2 on the 2013-2014 State Math Exam, students scoring below 60% on Math Unit Assessments	HM Go Math, Ready New York CCLS Practice;	Small group	During the school day, before and afterschool AIS programs
Science	Students at performance levels 1 and 2 on the 2013-2014 State Science Exam, students scoring below 60% on Science Unit Assessments	Reinforcement of the curriculum with Science Harcourt School Publishers, FOSS kits and Aquaponics	Small group	During the school day
Social Studies	Students scoring below 60% on Social Studies Unit Assessments	Reinforcement of the curriculum with Social Studies New York City Houghton Mifflin Harcourt	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated students as per IEP and recommendations from teachers of students in crisis	Pull out program for counseling	Small group and/or 1:1	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities

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).

- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development.
- Professional development will take place on days as prescribed by the DOE guidelines and Chancellor’s designated Conference Days.
- Professional development will be on-going every Monday for 80 minutes, grade conferences, and through Network and DOE opportunities.

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.).

- School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education.
- School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs.
- School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs.
- School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program.
- School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

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.

- School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.
- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented

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	\$462,875	X	12, 15, 18, 21, 24
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal	\$118,358	X	12, 15, 18, 21, 24
Title II, Part A	Federal	\$227,967	X	12
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,920,143	X	12, 15, 18, 21, 24

¹Explanation/Background:

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

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

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

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

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

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

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **19K346 -The Abe Stark School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **19K346-The Abe Stark School** 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)

19K346-The Abe Stark School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 346
School Name Abe Stark		

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 Kevin Caifa	Assistant Principal Polixeni Vafiadi
Coach	Coach
ESL Teacher Nadine Greig	Guidance Counselor Amy Cohen
Teacher/Subject Area Francine Burnston	Parent Ava Atkinson
Teacher/Subject Area type here	Parent Coordinator Joan Charles
Related Service Provider Franz Simeon	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	599	Total number of ELLs	13	ELLs as share of total student population (%)	2.17%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	12		2	1						13

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
Total	12	0	2	1	0	0	0	0	0	13
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	2			2								7
Chinese					1									1
Russian			1											1
Bengali														0
Urdu														0
Arabic														0
Haitian			1		3									4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	4	0	4	2	0	13						

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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		3	1		1	1							
	A			3			1							
	P													
READING/ WRITING	B													
	I		3	1		1	1							
	A			3			1							
	P													

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				2
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.
We use ongoing assessments and collection of student data to assess early literacy skills. This year we are using The Reading Well Reading Program Prelude Assessment Test to assess the early literacy skills of all students in Grades K-1. We are also using Fountas and Pinnell benchmark to assess our students in kindergarten through grade 5. Additionally, we are using customized, differentiated

tasks for MOSL (Fall, Spring), and the benchmark assessments that accompany the Ready Gen Program implemented since September 2013 in grades K-5. Other informal assessments include conferences, logs and journals. This data will indicate where students are having the most difficulty in reading and where more instructional support is needed.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Although ELLs are making steady gains on the NYSESLAT, the data shows that across programs (General Ed, Sp.Ed. SetSS) and grade levels reading and writing is where most students are having the most difficulties. This correlates with research findings which indicate that cognitive skills in language acquisition take longer to acquire. Addressing the CCS and rigorous texts, our academic intervention is mainly focused on reading and writing. In the listening and speaking modalities ELL students scored at advanced or proficient levels, therefore less instructional support is needed in these areas. The majority of our ELLs at the beginning level are newcomers across the grades. In addition, ELL students in Special Education are mostly at beginner and intermediate levels. NYSESLAT scores indicate that many of these ELL students with disabilities are at advanced level in listening and speaking. However, they scored at the beginning and intermediate levels of language acquisition.
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 [AMAQO tool](#))
The reports show that an English language learners' performance in the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam. After analyzing the ELA, Math and Science scores of ELLs and former ELLs it was noticeable that former ELL students are often outperforming the non-ELLs students across the grades. Beginning ELLs who are taking the ELA after one year are mostly scoring low on the ELA; however, these students are making better progress in Math. The overall performance data in ELA, Math and Science shows that our ELL population needs to work on their academic language skills along with their reading comprehension, writing and test taking strategies. Therefore, the ELL teacher /classroom teachers are focusing on these areas in their classroom instruction with a stronger emphasis on close reading. The performance on the students during the MOSL task in Fall, along with the Ready Gen assessments, and standardized tests from previous year (where applicable) informs teachers' future planning. The compilation of these data sources including patterns of performance across NYSESLAT will drive instruction.
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?
 4. a The overall language proficiency was on the increase in all grades. The teachers are analyzing and using this student data to identify strengths and weaknesses to drive academic language development and differentiate instruction in reading and writing. Collaboration between the classroom and ELL teacher will help to create an integrated curriculum that will develop both content and academic language proficiency of ELL students .We analyze our ELLs' performance data through Inquiry to make sound educational decisions. ELL strategies incorporated in the curriculum include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers, interactive read aloud, retelling, sequencing, thematic units, mapping, accountable talk and story maps.
 - b. ELL students are becoming more proficient in tests in English. Most ELL students in our school cannot read materials in their in their Native language.
 - c. The School Leadership and teachers are using the results of the ELL periodic assessments to inform parents of students academic progress in reading and math. Additionally, we incorporate the development of differentiated club activities (drama, book, lego, runners, e.t.c) to provide additional venues to learning styles and intelligences and to enhance the literacy program..We expect all ELLs to make yearly progress on all State and Citywide exams.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
The performance of the ELL students during the aforementioned formative and summative assessments is analyzed during Inquiry, grade meetings and common planning periods by the teachers across the grades. Based on data analysis, students are recommended by their teachers for academic intervention during the instructional day and extended day (50 minutes additional instruction) .Consequently, differentiated, flexible groups are created for RtI implementation.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language development is monitored through writing instruction. Scaffolded tasks and UDL principles are used to monitor and assess the linguistic and academic proficiency of our ELL population.
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.).

Data analysis through weekly inquiry, grade meetings and common planning sessions informs the success of our ELL program.

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](#).)
 As per Chancellor's regulations A-663, all parents of new students enrolled at P.S. 346 are required to complete a Home Language Identification Survey (HLIS). This survey helps us to identify students who have limited English language proficiency. At registration, Ms. Greig, the certified ELL teacher, will provide the parent with a Home Language Survey and registration of materials in their native language (when possible). There are staff members (Ms. Balkaran AP, who speaks Haitian Creole, Dr. Vafiadi, who speaks Greek, Ms. David, paraprofessional who speaks Spanish, and the secretary who are available to assist parents when needed. If the Home language Survey determines the home language of the child is other than English or a student's native language is other than English, this will determine the eligibility of administering the LAB-R to the child. Once the parent indicates the student speaks a language other than English, Ms. Greig, a NYS certified licensed ELL teacher, will conduct an informal oral interview in English to determine possible ELL status. We have the Assistant Principal, Ms. Balkaran, and the school nurse, Ms. Borgella, who speak Haitian Creole. We also have para-professionals, Ms. Davis and Ms. Britto and a school aide, Ms. Sierra, who can assist in translating Spanish. If necessary a translator will be requested to help in the informal interview process in the parents' native language. After the Informal interview is completed and a review of the Home Language Survey, the parent is informed whether the child is eligible for to take the Language Battery Assessment (LAB-R). The test is administered in English by Ms. Greig to determine the students' English proficiency level and placement in the appropriate ELL class within ten days of school admission. If the child is found to be an ELL student and speaks Spanish, then the Spanish LAB-R is administered by our Spanish-speaking paraprofessional along with our certified ELL teacher. All children who are identified as ELL students will take the NYSESLAT test in the spring to evaluate their progress in speaking, listening, reading and writing. The NYSESLAT will be administered every year to these students until they reach the proficient level in English. To ensure that all eligible ELL students take the NYSLESLAT test annually, an RLAT report (NYSESLAT exam history report) from ATS is printed by the Test Coordinator and given to the ELL teacher. The two teachers work together to ensure that the students take all four parts (Speaking, Listening, Reading and Writing) of the NYSESLAT in the spring. After Ms. Greig completes the HLIS Form with the parents, the secretary inputs entry of this information in the designated ATS screen. Completed HLIS Forms are placed in the student's cumulative file and remain part of the student's permanent record.
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.
 There are several guidelines in place to ensure that parents understand all three program choices. All parents of newly enrolled English language Learners are invited to attend an orientation session given by Ms. Greig, certified ELL teacher, within 10 days of an ELL student enrollment. Bilingual notices are available to parents in Spanish, Bengali, Chinese, Russian and Haitian. Translation is provided during the orientation sessions. During the orientations, parents will watch a video informing them of the three programs (Transitional Bilingual Education, Dual language, Freestanding English as a Second Language) available to their children and they are given materials about the ELL programs in their home language. The parent orientation video is available in 9 languages. Parents are also informed of school expectations, promotional requirements and ways to help their children at home. At these sessions, new incoming parents complete the Parent Survey Form indicating their program preference. If parents are unable to attend the orientation, a phone call is made and then parent orientation brochures are sent in their native language to the child's home with a parent selection form in order to further explain the various program offered before selecting ESL or Bilingual program. These procedures are ongoing through the school year.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned,

and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The Assistant Principals, Ms. Balkaran and Dr. Vafiadi, along with the ELL teacher and the parent coordinator, Ms. Charles, will explain to the parents the importance of the Parent Survey and Program Selection forms. They are informed of the three program choices (Transitional bilingual Education, Dual language, Freestanding English as a Second language) available to them through a video and materials in their home language. They will have the opportunity to ask questions about the different programs available to their child. They are informed that since there are not sufficient students to form a Transitional Bilingual Education program at our school they have the option of transferring their child to another school in the district that has a Transitional Bilingual Education Program. If they choose not to transfer their child he/she will remain and be placed in a Freestanding English as a Second Language Program for the entire year. Parents are also informed that if the Parent Survey and Program Selection forms are not returned, the default program for ELL students is Transitional Bilingual Education as per CRPart 154. After parents understand the program choices, they are asked to submit their Parent Selection form indicating the program of their choice to the ELL teacher. If it is not returned at the orientation, the ELL teacher and parent coordinator will follow up with phone calls. Ms. Greig along with the secretary will run the ATS Report called RLER to determine NYSESLAT eligibility. The Parent Survey and program selection forms are kept in the Dr. Vafiadi's (AP) office.

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

After the student takes the LAB-R, Ms. Greig, the ELL teacher works together with the Testing Coordinator, Ms. Burnston . Ms. Greig will hand score the test to determine the English proficiency of the student (Beginner, Intermediate or Advanced). The LAB-R cut score will determine the English proficiency level. Students are grouped by grade and English proficiency level. The new ELL students will receive an Entitlement letter informing their parents that their child is entitled to receive ELL services. They will have an opportunity to ask questions about educational programs and services available to their child and choose the program in which they would like to have their child enrolled in. They will be informed of the Parent Survey and Program Selection form. Those students who pass the LAB-R will receive a Non-entitlement Letter indicating that he or she is English proficient and is not entitled to receive ELL services. If ELL students do not pass the NYSESLAT Test in the spring, a Continued Entitlement Letter is sent to the parents informing them that their child will remain in the ELL program in which he or she is currently enrolled. Parents of students who pass the NYSESLAT in the spring receive a Non-Entitlement letter. Copies of these letters are in Dr. Vafiadi's office. Parents meet with the ELL teacher during our Open House in September, Parent Teacher conferences in November and March and throughout the school year as needed. The parent Coordinator also reaches out to parents of ELL parents during the Open house in September as well as during Parent Teacher Conferences in November and March and during ELL Workshops. The Parent Coordinator will coordinate all activities under the direction of the Assistant Principal, Dr. Polixeni Vafiadi.

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

The Testing Coordinator, Ms. Bursnston, along with the ELL teacher, Ms. Greig, ensure that the administration of the NYSESLAT is conducted in accordance to NYS yearly memoranda . Ms. Geig will run the RLER report in ATS to ensure eligibility for NYSESLAT. Steps and procedures follow NYS mamndates and testing compliance.

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. [i](#)

At P.S. 346, we have found that after reviewing the Parent Survey and Parent Selection Forms (2) for the past several years the parent choice has been the Freestanding ELL Program which is offered at our school. The ELL instructional program is aligned with the workshop model of instruction in conjunction with ELL Methodologies. All the language areas, listening, speaking, reading and writing are addressed on a daily basis in small group instruction.. Parents are informed through letters about extracurricular activities and extended day participation. Communication iis ongoing between terachers, parent coordinator and administration..

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])?

1a. There are 3 First Grade students, 2 Second Grade students, 4 Fourth Grade students, and 2 Fifth Grade students. There are 4 students at the Advanced Level of Proficiency, and 6 students on the Intermediate Level Level of English proficiency. The languages spoken other than English with the largest representation are the following: Spanish and French Haitian Creole. The parent choice indicated in the Parent Survey and Program Selection is a preference for Freestanding ELL services and this has been the trend over the past three years. Consequently, we have a Freestanding, pull out ESL program. However, collected student data indicated the need for an additional component, push-in to the existing program.

b. We have one certified ELL teacher. She groups the students homogenously by proficiency level. The primary goal of the ELL program is to amplify the literacy and academic skills of ELLS by incorporating recognized and research based ELL instructional strategies across content subject areas. Instruction in the ELL class is differentiated to meet the needs of all the 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)?

Organization of our staff insures that the mandated number of minutes of instruction are provided by the proficiency level of our ELL students . All of our students including ELL students receive at least 450 minutes of ELA instruction per week in addition to allotted services as per CR Part 154 (360 minutes for beginners/intermediate students, 180 for advanced students. ELL strategies are aligned with the UDL principles, and include TPR, content area instruction using scaffolding strategies, modeling, interactive read alouds, graphic organizers, mapping journal writing, academic accountable talk, use of picture dictionaries, reading folders/student records of books and responses to reading, book of the month, buddy/partner reading, writing folders/collection of student samples/ writing process (4 square writing), oral reading/running records and written tests /homework. Both the Ready Gen and Go Math Programs support differentiating instruction in targeting our ELL students. During reading the students participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging activities that meet their unique learning styles and recognize the diversity of their cultural backgrounds. Our ELL students across grades K-5 are provided with ELL instruction to insure their development of English language proficiency in the four modalities: listening, reading, writing and speaking. All instruction is data and CCS standards driven which prepares the students to perform successfully on standardized tests.

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.

All English language learners receive the same academic content as those who are native English speakers with balanced accomodations and modifications of the rigorour texts. To insure our students academic progress in the ELL programs we utilize

collaborative core curriculum planning between all teachers. To maximize the English language acquisition for ELL students the ELL teacher utilizes ELL instructional strategies to deliver content area and small group instruction. She uses repetition, modeling, graphic organizers interactive read alouds story maps, sequencing, graphic organizers, accountable talk, flash cards, picture dictionaries, and visual aids. Both the Balanced Literacy and Math Connects programs support differentiating instruction in targeting our ELL students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We insure that ELL students are evaluated in their native Language by ordering assessment (Math, and Science) in their Native Language (when available).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
LAB-R assessment identifies the initial placement of our students. Subsequent formative and summative assessments based on the academic programs used allow us to continually monitor the student academic growth through data analysis. NYSESLAT results allow us to make programming decisions for the upcoming year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - a. Students with SIFE will receive intensive English instruction in accordance with the CR Part 154 mandates. AIS intervention and Extended Day is provided for these students
 - b. Newcomers will receive instruction that is aligned with ELL mandates, content learning standards and common core curriculum. Teachers model the use of academic language in ways in which students are expected to respond and participate. Instructional materials include a wide range of print, visual and digital resources designed for increasing English language proficiency. Students who arrive in third grade or later are required to take the ELA test after one year. We provide all newcomers with adequate support while preparing them to take the ELA, Math and Science tests through inclusion in our AIS and Extended Day and intervention programs. Word to word dictionaries and glossaries are provided to support these students on the Math and Science city and state assessments and translated versions can be used when necessary. Students may also work in small groups with their classroom teachers to target specific areas of need, especially for test taking skills' practice.
 - c. ELL students with 4-6 years will participate in small group, task oriented situations that guide the production of language in both verbal and written form. Emphasis of instruction, differentiated and flexible grouping will be placed in test sophistication skills and linguistic situations that prepare this population for successful performance during standardized testing. In addition, these students will receive AIS and Extended Day services to reinforce additional instruction in reading and math.
 - d. An analysis of the scores on the NYSESLAT of the Long term ELL students suggests their problem is in reading and writing. For this group we will monitor their progress in all content areas to differentiate instruction for literacy needs. Emphasis of instruction, differentiated and flexible grouping will be placed in test sophistication skills and linguistic situations that prepare this population for successful performance during standardized testing. We will encourage their participation in all school programs to enrich their language and academic skills. We will have ongoing communication with the parents to monitor their children's progress. They will be assigned to teachers during Extended Day and AIS in order to reinforce and provide them with additional help in reading and math.
 - e. Former ELL students will be supported through AIS instruction and consultation with the ESL teacher and will receive two subsequent years of testing modifications (i.e extended time, separate location).
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?
Teachers of ELL-SWDs use the Common Core standards complemented by a well-developed, content-rich curriculum. The ELL teacher provides additional material, which provides background knowledge and supports different learning styles. Supplementary materials include pictures that illustrate vocabulary words and concepts. Visuals may include charts and graphs that help students who have difficulty processing large amounts of auditory instruction. Books that are simplified and contain more photographs or pictures, captions and vocabulary word definitions may also provide supplements without diminishing the information students need to learn. For ELL students who are special needs there will be collaboration between the ELL teacher and the classroom teacher to insure that the ELL teacher is familiar with the IEP and the students specific needs and all services are provided according to IEP mandates.
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?
Our school ensures that ELL-SWDs are involved in all school wide activities and trips as all other students in the school.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

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

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.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted interventions programs for Ell students at P.S. 346 .in ELA, math and other areas are AIS, Extended day Literacy and Math. The language of instruction is English. The ELL teacher and classroom teacher analyze each student's performance scores on each of the four modalities: reading, writing , listening and speaking on the spring NYSESLAT Test. This information helps them to provide the interventions necessary for each student. The ELL teacher will collaborate with the classroom teacher, the Extended Day Teacher and the AIS teacher who provides instruction to these students. These teachers will analyze the data to set differentiated learning goal for each student to accelerate their learning in mastering the NYS Core Curriculum standards and goals. Our data has shown that ELL students continue to perform lowest on the Reading and Writing subset of the NYSESLAT. Students whose performance on the reading subtests of the NYSESLAT is low will be provided with additional help in reading during the day guided reading, Extended Day and in AIS. Teachers will closely monitor each student's growth. Students whose performance on the writing subtest of the spring NYSESLAT is low will be offered extra help in writing in the Extended Day program and during the school day. Teachers will focus on practicing close reading, note taking and writing short response after listening to a selection read by the teacher. ELL student progress in math will be monitored through Go Math unit and monthly assessments . Children who need additional help will receive additional help in the Extended Day Program, and AIS.ELL students' academic performance in Science and Social Studies will be monitored by the classroom and cluster teacher and weakness will be addressed through differentiated instruction in reading.
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 Literacy Instruction Program differentiates grouping for instruction based on assessment. All teachers are responsible for flexible grouping including the ELL students. Specific data regarding ELLs is disseminated by the Testing Coordinator during Professional development sessions and Grade Meetings. Inquiry, grade and common planning sessions have increased collaboration and planning across the grades (vertically and horizontally).
11. What new programs or improvements will be considered for the upcoming school year?
- We are considering implement the push-in model in addition to the pull-out model of instruction. We are implementing the Read Well reading Program with ELL students who do not speak English .Increased teacher lead sessions to include data analysis across the grades.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students have equal access to all of the school programs and supplemental services offered in our buildings including extra curricular activities (i.e. Book Club, My-ON reading Program, Science/Garden Club, Mighty Milers, Lego Club, Math Enrichment). We send home letters to encourage student participation in the school's programs. We also meet with parents to discuss student performance and any possible referrals for supplemental services (AIS, SETSS, Extended Day,). We provide additional after school progsams on NYS ELA and Mathtest preparation for ELA students in Grades 3-5.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Increased Smart Board installation in the classroom, computers in every class and access to Computer Lab for all grades K-5.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Push in and pull out programs will support native language needs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required Services support and resources correspond to age and grade levels.Instructional programs are in accordance to NYC and NYS mandates to ensure compliance.
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.
- Orientation meetings with key stake holders (ESL Teacher, Guidance Counselor, Parent Coordinator, Assistant Principal, students) take place prior to beginning of school year. Parent Coordinator conducts a tour of the building idefying instructional locations such as library, media room, gym, lunch room etc. Materials, resources and tranlators will be available to assist based on language availability.
18. What language electives are offered to ELLs?
- N/A

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. All teachers will receive instructional support in ELL methodology. ELL teachers are provided with ELL training through the CFN. In turn, the ELA teacher, along with the Assistant Principal, will turnkey the information to all staff member (All Early childhood teachers, common branch teachers, paraprofessionals, the Guidance Counselor, special education teachers, occupational/physical therapists, speech teachers, secretaries, parent coordinators) at staff conferences and grade conferences. The professional development will include the infusion of ELL strategies in the content area and differentiated instruction based on language proficiency and alignment of the CCSS literacy model .

1. Date	Who should attend	Purpose/Activity
September 3, 2013	8:00 a.m. – 2:20 p.m. All Staff	Welcome staff back, Introduce new members, cast vision and mission statements, work in rooms.
September 4, 2013	8:00 a.m. – 2:20 p.m. All Staff	Closing Curriculum Gaps by Focusing on the Important Mathematics in the Common Core Learning Standards. Identifying the Relationship Between the CCLS Instructional Shifts and Danielson's Framework for Teaching (1e)
September 9 through September 30, 2013	All K-5 teachers plus out of class clusters	MOSL Initial Planning Conferences
September 9, 2013	2:20 p.m. – 3:10 p.m. All K-5 teachers plus out of class clusters	ReadyGen Curriculum Training
September 16, 2013	2:20 p.m. – 3:10 p.m. All K-5 teachers plus out of class clusters	Go Math Curriculum Training
September 23, 2013	2:20 p.m. – 3:10 p.m. All K-5 teachers plus out of class clusters	Special Education (ICT Classes) Discipline and Safety (All others)
September 23, 2013	1:00 p.m. – 2:20 p.m. All School Based Support Team Members	PPT – Setting Student Goals and the new CCLS
September 23, 2013	2:20 p.m. – 3:10 p.m. All K-5 teachers plus out of class clusters	Special Education (ICT Classes) Discipline and Safety (All others)
September 30, 2013	2:20 p.m. – 3:10 p.m. All K-5 teachers	Preparing for the MOSL Benchmark
October 4, 2013	All Day (during Preps) All ICT classes k – 5 During teacher preps	Arlene Garcia (Special Education) Quality Improvement Plan (QIP)
October 5, 2013	All Day (during Preps) All grades 3 - 5 Grade Meetings –	ReadyGen and Writing K-2ELA Benchmarks: Rubrics and norming
October 7, 2013	11:00 – 1:00 p.m. Faculty Conference All staff	Danielson – Designing Coherent Instruction (1e) and the observation process.
October 7, 2013	1:00 - 2:20 p.m. All School Based Support Team Members	PPT – Reviewing procedures for evaluation request.
October 7, 2013	2:20 – 3:10 p.m. All grades K - 5	RTI (including ELL)–setting goals for differentiated instruction
October 9 - 10, 2013	During PAs Grades K-2	Reviewing Benchmark Rubrics and scoring
October 10, 2013	During Prep Grades 3	Reviewing Benchmark Rubrics and scoring (ELA and Math)
October 11, 2013	During PA Pre-K Goal Setting	
October 17, 2013	During Prep Principal, 1 AP and 2 lead teachers	CFN ReadyGen professional development @ P.S. 346
October 24, 2013	8:00 – 11:00 a.m. All special Needs Teachers	ICT, Goal Setting, and Special Education Reform
October 28, 2013	All Staff CFN Training for ReadyGen	
November 4, 2013	All Staff Training Go Math	
November 11, 2013	All K-5 teachers plus out of class clusters	Read Well Phonics and Fluency Review
November 14, 2013	All K-5 teachers plus out of class clusters	ICT training and ELL strategies
November 18, 2013	All K-5 teachers plus out of class clusters	Understanding Close Reading (Danielson)

November 9, 2013	All K-5 teachers plus out of class clusters	SchoolNet training (ELA and Math) and Danielson
November 16, 2013	All K-5 teachers plus out of class clusters	I-Ready training for ELA and student differentiation
January 7, 2014	All K-5 teachers plus out of class clusters	Generation Ready Consultation
January 9, 2014	All K-5 teachers plus out of class clusters	ICT and ELL differentiation and Danielson
January 20, 2014	All ICT classes k – 5 During teacher preps	MOSL Training
February 3, 2014	All grades 3 - 5 ELA Test PreparationK-2 , ELL and cluster	Read Well Phonics and Fluency Review
February 3, 2014	Faculty Conference All staff	Differentiation of Instruction
February 10, 2014	All School Based Support Team Members	Student Review
February 24, 2014	All grades K - 5 Running Records	
March 4, 2014	Grades K-2 and clustrers	Generation Ready questioning and Danielson
March 10, 2014	Grades 3, 4, and 5 plus ELL and AIS	ELA test prep review
April 7	Faculty Conference (All) TBD All future PD ALL	TBD

2.

Teachers are given the opportunity to inter-visit with other teachers in the building. They are also allotted time to participate in CFN and DOE professional development session. Further, teachers are given year long professional learning in common core state standards in both ELA and Math. Ready Gen, Go Math, My On , Teacher Effectiveness, ICT Methodologies are tiopics that have been offered and discussed during professional learning sessions. These sessions are ongoing and conducted with the collaboration of CFN and private vendors.

3. Both our guidance counselor and ELL teacher spend 2 days per week working at a middle school (IS 364) This affords both professionals the opportunity to attend professional development pertaining to transition to middle school in both academic and social venues.Ongoing support between ESL teacher ,Guidance Cuncelor, AP, and CFN.

4. The minimum of 7,5 hours of ELL training is given for all staff members as needed. All teachers attend staff conferences and grade conferences where they receive professional development including on ESL strategies across content areas, diifferentiating instruction for ELL students, and analyzing data to drive instruction. Attendance is taken and kept by the Assistant Principal.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 - 1.At. P.S. 346 we encourage parents to be active participants in their child's learning. We have Saturday Workshops on Preparing for the Math and ELA Tests. The Guidance Counselor holds workshops for all parents including those of ELL students on Middle School Choice Programs. The Parent Coordinator holds workshops for the parents on Getting ready for Parent Teacher Conferences, Middle School Admissions, Helping ELL Students Suceed and Getting ready for the ELA and Math Tests. Parent involvement at P.S 346 also includes SLT, PTA, and SBO groups to support students and their families. Spring Creek After School Program, and NY Junior Tennis SBO support all students (including ELL) at P.S. 346. We also have events such as Pajama Night, Father/Child Breakfast and Saturday Arts and Crafts. Translation services are available to parents by in house staff of teachers, paraprofessionalsand school aides.
 - 2.We do not partner with other agencies to provide workshops with ELL parents. Our Parent Coordinator and ELL teacher provide workshops for ELL parents during the school year. Translation services are provided by teachers, paraprofessionals and school aides in our school. We utilize the DOE website for specific letters to go home to parents.
 - 3.The Parent Coordinator sends the parents surveys to assess parental needs. She will have workshops monthly for those parents based on needs. If we need the letters in Spanish, we utilize in house staff (Spanish teacher, paraprofessionals, and school aides) and use the DOE website.
 - 4.The Parent Coordinator will have a parent workshop on CCS Standards and Instructional reforms for all parents including parents of ELL students. Parent meetings are held to inform parents on how to prepare their child for ELA and Math standardized exams.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K346

School Name: Abe Stark

Cluster: 2

Network: 211

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.

We use the Home Language Survey to determine the primary language spoken by the parent and in what language the parent would like to receive written information from the school. We maintain an appropriate and current record of the primary language in ATS and on the student emergency card. Presently, only one parent has communicated on the HLS that she would like to receive information in Spanish. We have provided notices in Spanish for this parent using the DOE website. We have in-house staff (Paras and Teacher) that we use to communicate orally with this parent who speaks Spanish. We continue to monitor requests for written translation in other languages and provide materials as necessary for incoming students. We also utilize over-the-phone interpretation services, as needed to communicate with incoming parents who may speak languages not spoken by school staff. The findings of parent requests are discussed during SLT and PTA meetings.

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.

We have found that most parents who do not speak English have chosen to rely on an adult friend/companion or relative for language and interpretation services. We have staff in our building who are able to communicate with parents in other languages. Ms. Emily Sierra and Ms. Carmen Escobar are school aides who assist with translation and interpretation in Spanish. Our Parent Coordinator, Ms. Charles, has solicited parents who speak Russian and Chinese to assist with communication. When needed, we utilize over the phone interpretation and/or submit requests to Translation Services. We continue to report our findings at SLT and PTA meetings, through school newsletters in the Parental involvement section of the school's LAP and in the CEP.

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.

We ensure that all Limited English-proficient parents are provided with the access to programs and services critical to their children's education. We use the Home Language Survey to determine the primary language spoken by the parents and in what language the parent's written information from the school. Presently, only one parent has communicated on the HLS that she would like to receive information in Spanish. We have provided this parent with a copy of the parent Bill of Rights and Responsibilities including their rights regarding translation services in Spanish. We have also provided notices (report cards, standards) for this parent in Spanish. We have signs in Spanish such as "Welcome Parents", "Bathroom Signs", and "Please see a staff member for interpretation services" We downloaded these documents from the DOE website. Most parents of children in our school have chosen to rely on an adult/companion or relative for language and interpretation services. We also have staff members (teachers, paraprofessionals, and school aids) in our school who are able to communicate with parents in other languages The Parent Coordinators Room is the central location for obtaining covered language forms.

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.

We will provide oral interpretation services If necessary, we will provide timely translation and distribution to parents about their child's education into the covered languages(Arabic, Bengali, Chinese,Haitian Creole, Korean, Russian,Spanish and Urdu). We use the DOE website for translations for translated critical documents. We provide parents whose primary language is a covered language and who require language assistance with written notification of the Parent Bill of Rights regarding translation and and interpretation sevices. We have staff in our building who are able to communicate with parents in other languages. Ms. Emily Sierra and Ms. Carmen Escobar are school aides who assist with translation and interpretation in Spanish. Our Parent Coordinator, Ms. Charles, has solicited parents who speak Russian and Chinese to assist with communication. When needed, we utilize over the phone interpretation and/or submit requests to Translation Services. We continue to report our findings at SLT and PTA meetings,through school newsletters in the Parental involvement section of the school's LAP and in the CEP.

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>.

We provide timely translation and distribution to parents about their child's education into the covered languages(Arabic, Bengai, Chinese,Haitian Creole, Korean, Russian,Spanish and Urdu). We will use the DOE website for translations of critical documents. We provide parents whose primary language is a covered language and who require language assistance with wriiten notification of their rights regarding translation and and interpretation sevices