



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **32K377**

School Name: **ALEJANDRINA BENITEZ DE GAUTIER**

Principal: **DOMINIC ZAGAMI**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Alejandrina Benitez De Gautier School Number (DBN): 32K377
School Level: Elementary Grades Served: Pre-K through 8th
School Address: 200 Woodbine Street Brooklyn New York 11221
Phone Number: 718-5740325 Fax: 718-574-1082
School Contact Person: Dominic Zagami Email Address: dzagami@schools.nyc.gov
Principal: Dominic Zagami
UFT Chapter Leader: Todd Marks
Parents' Association President: Carlos Diaz
School Leadership Team
Chairperson: Nadine Marshall
Student Representative(s): NA

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Ave Brooklyn New York 11221
Superintendent's Email Address: ldruck@schools.nyc.gov
Phone Number: 718 391-8335 Fax: 718- 574 1245

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 412 Network Leader: Daisy Concepcion

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dominic Zagami	*Principal or Designee	
Todd Marks	*UFT Chapter Leader or Designee	
Carlos Diaz	*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>	
Serge Salisbury	CBO Representative, if applicable	
Yazmin Perez	Member/ CSA	
Nadine Marshall	Member/ CSA	
Lizette Walker	Member/ UFT	
Cristina Rojas	Member/ Parent	
Martin Murphy	Member/ Parent	
Betsy Mercado	Member/ Parent	
Lady Ofarill	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

PSIS 377 is a pre-K through 8th grade school located in the Bushwick section of Brooklyn New York. Our diverse student population encompasses 81% Hispanic, 15% Black, 2% White and 1% Asian. Students with special needs comprise 26% and ELLs account for 18% of our student population. Student attendance is 91% and teacher attendance is 95%.

Our vision for the education of our students and school community is to learn side-by-side of one another in a safe, orderly and collaborative environment. We emphasize positive behavior and acknowledge students for all progress, which includes academic, and social and emotional growth. Instruction in all content areas is aligned with the Common Core Learning Standards focusing on college and career readiness. We celebrate diversity through special events. Students learn through real world experiences outside the school, which include service learning and field work utilizing New York City as a learning laboratory.

Our school has established partnerships with the following organizations; New York City College of Technology, Merging Education and Technology for Academic Success (METAS) Teacher Leader Quality Partnership.(TLQP). Students attend Saturday classes and receive enriching mathematics and ELA instruction in preparation for high school Regents exams . We are also collaborating with the NYU Steinhardt Metropolitan Center for Research on Equity and the Transformation of Schools. Our teachers' are learning to implement the Socratic methodology of questioning to enhance student engagement and facilitate higher order thinking.

To ensure a well-rounded education our school offers CHAMPS after school Sports Programs for students in grades 6th through 8th. The program offers flag football and volley ball. We also have a school Basketball Team for students in grades 6th through 8th that competes against other teams in our school district. As participants in the Arts Matters initiative our students receive vocal Music and visual Arts instruction in grades 6th through 8th. For our younger students in grades 1st through 5th we have an established partnership with the Coalition of Hispanic Families which provides afterschool enrichment activities and homework help. Our youngest students in Pre-K through 2nd grade participate in the Cook Shop program which educates students to the benefits of healthy nutritional habits and gives them the opportunity to prepare simple recipes with fruits and vegetables.

Our school's greatest accomplishment during the 2013-2014 school year was an increase in mathematics proficiency level on the 7th grade from 1.3 up to 16.4

Our greatest challenge for the 2014-2015 school year is to increase our student proficiency levels in ELA across all grades.

32K377 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	486	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	33	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	9	# Drama
# Foreign Language	2	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.3%	% Attendance Rate		90.4%
% Free Lunch	87.0%	% Reduced Lunch		4.0%
% Limited English Proficient	17.1%	% Students with Disabilities		24.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		14.9%
% Hispanic or Latino	81.0%	% Asian or Native Hawaiian/Pacific Islander		0.6%
% White	2.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.25	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.23
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4		11.7%
Science Performance at levels 3 & 4 (4th Grade)	78.6%	Science Performance at levels 3 & 4 (8th Grade)		11.4%
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		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

3.3: We are using City-wide suggested curriculums in ELA and Math that have been aligned to the CCLS. As a school, our focus is on providing students with access to complex materials (grade level lessons and concepts) along with the appropriate scaffolding to meet their learning needs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – 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, 50% of the students in Grades 3rd through 8th identified as the lowest one-third, will demonstrate an increase in their English Language Arts (ELA) proficiency rating by moving across their scale score range when compared to their Spring 2014 ELA summative assessment. Teachers will use ongoing assessments, such as interim benchmark assessments, to inform their instructional decision-making and to provide students with timely and relevant feedback to monitor, assess, and ensure student achievement (QR 1.2 & 2.2/DTSDE 3.3).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the
<ul style="list-style-type: none"> Research-based instructional programs, professional 			

<p>development, and/or systems and structures needed to impact change</p> <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 			<i>activity/strategy?</i>
Administrators and teachers across grades 3 – 8 will analyze ELA summative data to identify ELA needs and targets across grades 3-8. Teacher teams will then meet to develop comprehensive collaborative inquiry plans that target the appropriate students who need academic tracking.	Bottom 1/3 rd students	September 2014 to June 2015	Administrators and Teachers
The school will conduct Test Prep Academies for targeted groups of students across grades 3-8. Bottom 1/3 rd students will participate in a Title 1 after-school ELA and Math Enrichment Program which will utilize CCLS resources to help students improve their Proficiency in ELA.	Bottom 1/3 ^d students	January 2015 to June 2015	Administrators and Teachers
Generation Ready Consultants will provide professional development around component 3c (focusing on guided reading and multiple entry points). We will have two consultants (1 ELA and 1 Math	Teachers	January 2015 to June 2015	Administrators
Periodic assessment data results will continue to be communicated to teachers across grades 3-8 to monitor student progress and inform instructional decisions that will impact student achievement. Teachers will continue to monitor student progress (interim benchmarks) throughout the course of the school year; thus creating multiple entry points for groups of students.	Students and Teachers	December 2014 to June 2015	Administrators and Teachers

Part 4 – Resources Needed

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

School Net Data Results, Collaborative Inquiry Team Data and Tracking Sheets, Partnership with Generation Ready Consultants, After School Data and observation reports

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Midyear Benchmarks Assessments (ReadyGen and Code X Performance Tasks)

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

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

5.3. We have adapted PBIS strategies and procedures as a support of the social and emotional growth of our students. We use data to identify areas of needs and to cultivate partnerships that will help us impact student social and emotional growth. In addition, to utilizing our school’s PBIS matrix, we are piloting the Socratic Seminar (discussion techniques) with the support of the Metropolitan Center for Research on Equality and the transformation of schools. Our school’s 2013-2014 School Environmental Survey reflects an increase of 14% as compared to 2012-13, in parents’ agreement that our school is providing a safer environment for our students.

Part 2 – Annual Goal

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

By June 2015, through the use of a research based Positive Behavior Intervention and Supports (PBIS), 75% of students will show an improvement in social and emotional development (respecting individuals, yourself, and the environment by using kind words, listening and following adult directions, recycling, and keeping a graffiti free school). Throughout the school year, teachers, the guidance counselor, and the Individual Education Planning team will use the established PBIS matrix and SWIS data to monitor students’ social-emotional development and ensure academic success (QR 1.4/DTSDE 5.3).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
OORS data will be used to monitor the social and emotional growth of targeted students. We will identify behavioral trends impacting this student population.	Targeted Students	September 2014 to June 2015	Administrators and Teachers
PBIS team will meet to examine pertinent data regarding the safety and environment of the school. Specific targets will be set on a month by month basis so that the school community is made aware of the importance of the program and its impact upon the entire school community. Overall impact and effectiveness of programs will be measured by a decrease in infractions as measured against monthly OORS data.	Students	September 2014 to June 2015	Administrators and Teachers
Monthly middle school assemblies will take place to support the social and emotional development of students. Assembly programs will be provided by the 83rd precinct youth officers	Middle School Students	January 2015 to June 2015	Administrators and Youth Officers
A pilot of Socratic Seminar with the Metropolitan Center for Research will help us further develop student engagement through utilizing questioning and discussion techniques that promote diverse thinking and tolerance in a communal setting.	K011, 303 Science Cluster, MS ELA teacher, MS Social Studies	November 2014 to June 2015	Administrators and identified teachers

Part 4 – Resources Needed

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

OORS data reports, PBIS data, PBIS Incentives, PBIS Tickets, Teacher feedback, Guidance from our partnership with the Metropolitan Center for Research

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

Part 6 – Progress Monitoring

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

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

OORS data will be used throughout the school year. A midpoint check will take place February 2015.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

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

4.3 Our strength in this area is that we are using curriculums that are aligned to the CCLS and provide student assessments and some additional supports for students. As a school community we need to become effective at providing multiple entry points (scaffolds) into the grade level work and creating and identifying additional resources that will support the growth of our lower performing students.

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, all teachers across grades K-8 will incorporate instructional practices and strategies (scaffolds and multiple entry points) into their lessons that promote rigorous learning and will increase student engagement (3C) as evident by 80% of teachers receiving an effective or highly effective rating on the 2014-2015 Danielson Framework for Teaching in component 3c. (QR 5.1/DTSDE 4.3).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	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 			
Teacher teams will collect student work to determine its rigor and adapt instruction (providing multiple entry point/scaffolds) to increase overall student achievement.	Developing teachers will be targeted.	November 2014 to May 2015.	Administrators and PLT Lead Teachers.
Teacher teams will meet to evaluate and calibrate student work to determine a) adjustment needed to instruction; b) provide students with actionable feedback to increase overall student achievement c) and create modifications (multiple entry points)	Developing and Ineffective Teachers	November 2014 to May 2015	Administrators will provide feedback aligning teachers to learning opportunities.
Generation Ready Consultants will provide professional development around component 3c (focusing on guided reading and multiple entry points). We will have two consultants (1 ELA and 1 Math).	Developing and Ineffective Teachers	December 2014 to May 2015	Generation Ready Consultants and Administrators
PLT members will work with Sheila Pappa (Interschool Teacher Development Coach), from the Office of Teacher Effectiveness. They will work on further understanding the traits for component 3c and planning professional development sessions to support teachers who are developing and ineffective.	Developing and ineffective Teachers	November 2014 to May 2015	Administrators and District Advance Coach

Part 4 – Resources Needed

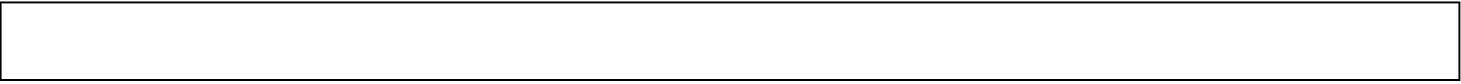
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Collaborative Inquiry Data, Partnership with Generation Ready Consultants, Collaboration with Shiela Pappa (Interschool Teacher Development Coach), Engaging Students in Learning PD session provided by network 412

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
We will look at student work samples through collaborative inquiry. Tracking sheets will be used to monitor progress in relation to 3c (Performance Tasks ELA). The midpoint benchmark data will be analyzed February 2015.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> 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.

2.5 School leaders use Advance to conduct frequent observations and provide feedback to teachers. School leaders use Advance data to target specific practices that are areas in need of improvement. As a school community we identified implementing Guided Reading instruction across all grades and differentiating mathematical concepts with the focus of providing multiple entry points as our instructional priorities for the 2014-2015 school-year. Once the school year began to unfold there was concern expressed that teachers did not have enough of a voice in the selection of professional learning options. In order to provide our teachers with more of a voice in the process, the PLC created a survey that provided a menu of professional development choices. It is our hope that giving teachers more ownership of the professional learning options that a greater sense of community and trust would be established. However, Guided Reading and Multiple Entry points will continue to be a focus throughout the observation cycles.

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, all teachers across grades K-8 will incorporate instructional practices and strategies (scaffolds and multiple entry points) into their lessons that promote rigorous learning and will increase student engagement (3C) as evident by 80% of teachers receiving an effective or highly effective rating on the 2014-2015 Danielson Framework for Teaching in component 3c. (QR 5.1/DTSDE 2.5).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School administration will collect data around component 3C to identify effective or highly effective teachers that can assist and support developing or ineffective teachers	Developing teachers will be targeted	November 2014 to May 2015	Administrators and PLT Lead Teachers
Teachers will participate in professional development (ARIS Learning Opportunities/Modules) addressing the framework component 3c Engaging Students in Learning	Developing teachers will be targeted	November 2014 to May 2015	Administrators will provide feedback aligning teachers to learning opportunities
Targeted teachers will be provided inter-visitation opportunities in an effort to improve their practice. They will be able to observe teachers who have been rated effective or highly effective.	Developing teachers will be targeted	November 2014 to May 2015	Administrators will schedule the inter-visitations. Selected lead teachers
School administrators and the District Advance Coach will work collaboratively to track advance data and provide effective feedback to teachers rated developing or ineffective in component 3c.	Developing teachers will be targeted	November 2014 to May 2015	Administrators and District Advance Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Advance Web Tool , ARIS Learning Opportunities , Collaboration with our Talent Coach Peggie Kirkland

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.

Advance observation data will be utilized to monitor progress. We will compare November data against December data.

There will be a specific midpoint (January 2015) help us analyze the progress we have made towards meeting the specific goal.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	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:

- 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.

6.3 Our school staff will continue communicating with families concerning student achievement using multiple tools and in all pertinent languages in an effort to impact student achievement.

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, Administrators, the Parent Coordinator and teachers from Pre-k through 8 will increase parental engagement, through the use of multiple communication tools (backpacking letters, telephone notifications, E-Chalk School Website) to express high expectations and accountability on student progress and achievement. The school will provide ongoing professional development for families as well as student celebratory performances and activities based on interdisciplinary learning, as evidenced by, increased attendance at parent meetings and events, and the monitoring of communication from families and feedback from staff (QR 3.4/DTSDE 6.3).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
Teachers will distribute progress reports four times a year to families.	Families and Students	October 2014 to May 2015	Administrators and Teachers
Teachers will utilize weekly Family Engagement Time to provide parents with feedback and updates on individual student progress.	Families and Students	September 2014 to June 2015	Administrators and Teachers
Administrators, teachers and parents will continue to use ECHALK School website to provide parents with school related information and resources to reinforce the learning at home.	Families and Students	October 2014 to June 2015	Administrators and Teachers
A series of parent workshops will be provided that engage parents in working in a specific content area with their children (Math, Science, ELA).	Families and Students	October 2014 to June 2015	Administrators and Parent Coordinators

Part 4 – Resources Needed

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

Progress Reports, ECHALK School Website, Collaboration with Parent Coordinator(s), Teacher Volunteers, Content Area Resources

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

Part 6 – Progress Monitoring

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

- 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.

Communication Survey will be created (Survey Monkey) to track percentage of parents who are satisfied with the school communication. (February 2015)

The Survey Monkey link will be found in our ECHALK School Website

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

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	Yes	No
<ul style="list-style-type: none"> • 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 who were in the low 1 range.	Focused Reading Instruction	Small Group	During the school day and beginning January 2015 during after school
Mathematics	Students who were in the low 1 range.	Focused Math Instruction.	Small Group	During the school day and beginning January 2015 during after school
Science	4 th and 8 th grade students in the low 1 range	Focused science instruction	After school Science Academy	Thursdays and Fridays afterschool.
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who exhibit emotional distress who are not mandated for counseling but need at risk	Suicide Intervention, Peer Mediation, Respect for All	Small group and one to one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

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

2a. Highly Qualified Teachers (HQT)

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

Generation Ready Consultants will provide ongoing professional development to selected target teachers. PLT members will conduct PLCs to address the learning needs of groups of teachers.

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).

Our Professional Development sessions will focus on methodologies to engage students in learning. This type of learning will assist teachers in learning how to enable students to meet Common Core State Standards.

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.).

There are classroom inter visitations to the Kindergarten class. Parent workshops provided by social worker. Student presentations and curriculum supports to prepare students for the transitions (read alouds, projects, stepping

up ceremony, etc).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

We have a MOSL committee that meets to make decisions regarding assessment decisions.

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	\$434,953.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$110,106.00		X
Title II, Part A	Federal	\$69,188.00	X	
Title III, Part A	Federal	\$11,200.00	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,445,943.00	X	X

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool

to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

PS/IS 377, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS/IS377]** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team,

were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their

children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[PS/IS377], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 32	Borough Brooklyn	School Number 377
School Name Alejandrina Benitez de Gautier		

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 Dominic Zagami	Assistant Principal Yazmin Perez
Coach N/A	Coach N/A
ESL Teacher Sharron Shirley	Guidance Counselor N/A
Teacher/Subject Area	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Deborah Villanueva
Related Service Provider N/A	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	480	Total number of ELLs	84	ELLs as share of total student population (%)	17.50%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>						0	1	1	1					3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In														0
Pull-out	1	3	2	2	2	2	2	2	2					18
Total	1	3	2	2	2	2	3	3	3	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	19
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	12

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	4	0	4	5	0	4	2	0	0	11
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	45	0	5	18	0	3	10	0	0	73

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	49	0	9	23	0	7	12	0	0	84
Number of ELLs who have an alternate placement paraprofessional: <u>4</u>										

C. Home Language Breakdown and ELL Programs

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

*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	1	8	9	10	14	6	8	5	7					68
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			0	1	0	1	0	2	0					4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	1	9	9	11	14	7	8	7	7	0	0	0	0	73

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	5	2	2	4	4	3	5	4					29
Intermediate(I)	1	1	3	7	1	0	3	0	0					16
Advanced (A)	0	2	4	2	9	3	7	6	6					39
Total	1	8	9	11	14	7	13	11	10	0	0	0	0	84

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	1	0	0	12
4	2	1	0	0	3
5	10	1	0	0	11
6	5	1	0	0	6
7	4	2	0	0	6
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9		3		0		1		13
4	3		2		0		0		5
5	9		2		0		0		11
6	5		1		0		0		6
7	4		3		0		0		7
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		3		0		4
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.
Our School currently is using the TCRWP running record as a baseline tool for all students across grades K-8. The running record is used to determine how many ELL students are currently above grade level, on grade level or below grade level. The individual running record level is being analyzed and matched to a lexile level. The lexile reading level analysis will help group students in

lexile level bands that can further inform our instructional goals. In addition, we continue to conduct observations on reading behaviors, and an analysis on the miscues. All of the gathered information is used to group students and to differentiate instruction based on their individual needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The scores of the most recent LAB-R and NYSESLAT tests indicate that the majority of our ELL students have increased their English Language Proficiency since their initial taking of the LAB-R. In 2013 we tested 103 ELLs, 8 were proficient, 18 moved from Intermediate to Advanced, 19 moved from Beginners to Intermediate. We had 29 stay at the advanced level, 10 at the Intermediate level and 3 at the Beginners level. The data patterns for the NYSESLAT suggest that the majority of our students are moving from one level to another, however we still have a large number of students that make it to the Advanced level but do not move on to proficiency. It is evident that the Beginner and intermediate ELLs readily move on to the Intermediate and advanced levels at a faster pace.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

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?

. We are currently not using ELL Periodic Assessments. We used all other available Periodic Assessments through SchoolNet.
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](#))
Our school uses the TC Running record as baseline data to identify students into Tier groups. ELL students who are below grade level (at risk) are serviced by their classroom teacher with Core Instruction and they are also serviced in small groups. We track their progress through informative classroom observations, and by using Periodic Assessments and the TC running record as a midline and endline. The data results are compared and an analysis is conducted. Based on the results, we determine if the Pupil Personnel Team should study a particular case. If a teacher feels that a student needs Tier 3 intervention, the teacher must demonstrate that the appropriate plan for small group instruction was in place and properly conducted.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers must utilized UDL strategies to provide specific scaffolds for ELLs. Teacher also use differentiated instruction to meet the needs of individual students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs based on the level of improvement our students make at the end of the year on all state assessments (NYSESLAT, ELA, MATH and SCIENCE). We also use formative assessments such as running records which show reading progress, interim assessments in reading and math. Through careful observation of student assessments, classroom performance and class participation; the information we gather provide us with information on the areas that show strong performance, adjustments are then made to improve the areas where most needed.

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](#).)
Parents of potential ELLs receive a registration packet, all forms are available to parents in translated versions
 - * A Home Language Survey is included in the packet
 - * HLIS is given to parents in language that they speak
 - * Parent completes survey with assistance if needed from the Parent Coordinator (D. Villanueva) or ESL Coordinator (S. Shirley).
 - * A licensed pedagogue evaluates survey & completes interview w/parent & child (ESL Coordinator)
 - * Pedagogue determines language of the child and a decision is made on placement
 - * Based on that/child is administered the LAB-R within the first 10 days of school by Ms. C. Shirley or Ms. S. Shirley.
 - * The parent is informed of the NYSITELL results and an initial placement letter is sent to the parent, copies are kept on file by the ESL Coordinator. If the students scores at the Beginning, Intermediate or Advanced level on the NYSITELL, they are identified as LEP and as an English Language Learner, the Spanish LAB is then administered, if the language is SP. The child is then placed in our Free Standing English as a Second Language program. If the student score at the beginner/intermediate level of the NYSITELL, they receive 360 minutes of ELL instruction weekly. The student will remain until they receive a P (Proficient) on the NYSESLAT. The annual assessment of the NYSESLAT is given every spring, students remain identified as an ELL through running the RLER reports in ATS.
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.
The outreach to our parents continue throughout the school year and are on going as we receive new admits, parents are invited to workshops and orientations, they are provided with an orientation at the beginning of the school year. Parents are shown the NYC Department of Education's Orientation Video for parents of Newly enrolled English Language Learners; parents are provided with handouts describing programs in their Native Language. In addition; the procedure of choice is explained to each parent as part of their rights to choose a program; a question and answer period is provided. Individual assistance is given to parents that need more information and further clarification. Ms. S. Shirley (ESL Coordinator) and Ms. D. Villanueva (Parent Coordinator) will work closely with all parents of our school community to ensure that all involved understand their rights and options available to them. This years time line is from September 2013-June 2015.
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 [\[see tool kit\]](#).)
Upon completion of administering the NYSITELL to Newly arrived ELLs, the ESL Coordinator(Ms. S. Shirley) communicates with parents using the parent notification letters in the translated versions; Entitlement letters, Parent Survey, Program Selection, Non-Entitlement Letter after receiving a (P) on the LAB-R, Placement Letter, Continued Entitlement/Transition letter after they receive a proficient (P) on the NYSESLAT. Parent Survey and Program selection forms are sent home along with a letter advising parents to attend our parent orientations where they will be further informed and advised on making a decision on their child's placement. Names of parents who have not returned the forms are then turned over to the parent coordinator (D. Villanueva). The parent Coordinator then reaches out by phone to these parents and explains the importance of making a selection. In addition to phone contacts during various school activities we make it a point to reach out to the parents. The returned documents as well as the forms we received during orientations are stored in the ESL Coordinator's office. Copies of each document is made and the originals are placed in the students records.
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 reviewing the Parent selection forms; which for the past several years the trend has consistently been for Free Standing ESL. The child receives ESL services through ESL Pull Out Model by a certified ESL teacher (Ms. S.Shirley and Ms. C. Shirley). This school year we have 1 new student in K, 2 students in 1st, 1 student in 4th, 2 students in 5th and 3 students in 7th. We reached out to those parents to ensure them of their rights and they continued with the Free Standing ESL program. If a choice is made that we don't offer at our school; the Parent Coordinator works closely with neighboring schools to see if they can accommodate the Parents. We also refer them to the ELL department.
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.
At P.S./I.S 377 we have specific structures to ensure that the four components of the NYSESLAT are administered.
 - *Staff members are informed in September of the tentative testing dates so no out of school activities are planned during testing.
 - *Parents are notified in writing of the test dates so they can try to ensure that their child will be in school during the testing days.

*The RLER report is generated in ATS by the ESL Coordinator to ensure all students that are entitled are tested.

*The list of students is then broken up by grades to administer the speaking component, Ms. S. Shirley having grades K-4 and Ms.C.Shirley grades 5-8. Students will be tested individually throughout the administration periods of the speaking section.

*The Listening, Reading and Writing sections will be administered 3 consecutive days. Students will be grouped according to the testing strands; K-1, 2-4, 5-6, 7-8. Students will be pulled from their classroom and the test will be administered by Ms. S. Shirley K-1, Ms. Rosado 2-4, Mrs. Walker 5-6, and Ms. C. Shirley 7-8. Ms. Rosado and Mrs. Walker are teachers that have experience working with the ELLs and have administered the NYSESLAT and ELL periodic exams in the past.. The students in theTBE SWD class will take the test with their classroom teacher (Ms. I. Pagn). All testing modifications will be followed.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- At P.S/I.S 377 we respect and value the involvement of our ELL parents. The program model offered at our school is aligned to Parents choice. Based on the parent selection surveys for the past 5 yrs our incoming parents continue to pick Free Standing ESL. Parents are informed of their rights and are provided with ongoing orientations, they are informed of the variuos programs available to them, whether at 377 or another school. We commit to honoring their program choices and we will continue to align our programs to the parents request and the needs of our students. Our ELLs will continue to receive rigorous academic instruction and support.

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])?

P.S./I.S 377 students receive the required number of minutes as required by the CR-Part 154 regulations. All ELL instruction is conducted in English through the pull-out model. Our teachers are both ESL certified. If they are at the advanced level they receive 180 minutes weekly (four 45-minute periods) and the beginners/intermediate levels receive 360 minutes of ESL instruction weekly (eight 45-minute periods). All students receive content area instruction using ESL Methodologies and strategies.

In the pull out model students are grouped based on their levels on the LAB-R/NYSESLAT. There are 13 students in Kindergarten, 1st, and 2nd that are beginners/intermediate ELLs that are grouped together. There are 13 Beginners/Intermediates students that are grouped together in 3rd and 4th grade. We have 7 advanced students in 1st and 2nd second grade who are grouped together. There are 11 Advanced 3rd and 4th grade ELLs that are grouped together. There are 11 advanced 3rd and 4th grade who are grouped together.

There are 6, beginners /Intermediate students in grades 5th through 6th that are serviced together. There are 6 beginners/Intermediate ELLs in 7th and 8th grade that are grouped together. In 7th and 8th our Beginners/Intermediate students are grouped together and our 7th and 8th grade Advanced ELLs are grouped together.

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)?

ESL is delivered to ELL students through teacher modeling and various activities designed to increase competencies. In students practice the teacher guides the students through a lesson and allows for feedback and student application. Teachers also implement the workshop model for ESL instruction. (shared reading, guided reading, read alouds. etc). The instructional minutes are delivered based on the CR-Part 154 mandates: Students who receive push-in/pull-out services that are Beginner and Intermediate students receive 360 minutes of ESL instruction (8pds weekly), advanced students receive 180 minutes of ESL instruction (4pds weekly) and (4pds of ELA). In our TBE program instruction is provided 75% in their native language and 25% in English: Beg=90 min per day, Inter=45 min per day, adv=45 min per day. As the students develop fluency in English, the instructional time will increase as outlined by the CR-Part 154.

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.

At our school teachers provide instruction in English utilizing ESL strategies. Our TBE classes use native language instruction for ELA and Math, and use English instruction in Social Studies and Science. Technology is intergrated throughout all curriculum areas, especially programs designed to meet the needs of the second language learner. The ESL pull- out program services ELLs in grades K-8 and as a way to support our ELLs in the classroom, the ESL teachers work closely with classroom teachers to follow themes and lessons being taught. Students are exposed to authentic grade level texts, and materials as well as the explicit teaching and reading and writing strategies that will aid them in meeting state and local assessments. Our goal is to provide all ELLs with a high quality education and language rich instruction that will allow our students to meet the content and performance standards while acquiring English proficiency. In an effort to increase the teaching quality of reading and writing we have included in our instructional plan:

 - * ESL programs that reflect visuals, appropriate teaching charts with graphic organizers
 - * Scaffolding instruction for all learners
 - * Differentiated instruction during reading and writing
 - * Additional/supplemental academic intervention for ELL learners in AIS using Common Core Clinics

The Common Core learning standards combined with the New York State ESL standards play a significant role in the implementation of the ESL curriculum. Both standards are used in conjunction to assure that our ELL students are receiving high quality instruction in both English and the content areas.

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

At 377 our ELLs are appropriately evaluated during the initial identification process with the NYSITELL, as well with the yearly ELE exam in the TBE class. Instruction for ELLs is differentiated by the classroom and ESL teacher, with the use of multilingual books, classroom libraries as well as glossaries/dictionaries. Our instructions are Data Driven, with the results from the NYSESLAT and

Interim assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students are administered an ESL baseline, midline and endline. This assessment consist of all four modalities. A progress monitoring tool will be in place to show if students are making progress throughout the 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).

All students are provided with differentiated instruction to meet and exceed city and state learning and performance standards:

- a. Students who come from another country with little or no formal education will be identified through the HLIS and Parent/Child Interview. Once identified as a SIFE student, the child will be appropriately placed. Students will be provided with AIS and participate in our Afterschool program.
 - b. ELLs in school for less than three years will be tested annually to determine English Language acquisition and level. Students will receive the appropriate ESL instruction following the levels of English according to the NYSESLAT and NYSITELL, which will include , reading, writing, speaking , and listening. In addition these students will be mandated to attend all additional instructional activities provided:ie,afterschool program.
 - c. ELLs who have completed 4-6 six years will receive mandated services for ELLs, but will also receive AIS service and participate in all programs available to monolingual students. The instructional program focuses on reading, writing, and listening. The ESL teacher and classroom teacher collaborate on best practices and share ideas that will keep the students on track and is aligned to the curriculum. Ongoing assessments will be provided in order to track their literacy skills.
 - d. Long term ELLs that are not given an extension of services from the state will be provided with intensive test practice classes. They will participate in after school, small group instruction, and individualized instruction. Support services are provided by the ESL teachers , AIS providers and classroom teacher. The ESL instruction for each child is dependent on their English level on the NYSESLAT.
 - e. Former ELL students are invited to attend the Title III after school program. They are also afforded all test accomodations that apply to current ELL students.
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?
ELLs identified as SWDs are programmed according to their individualized Educational Plan (IEP), provided with all mandated support services in addition to ESL. They are given the opportunity to participate in all afterschool activities when available. Teachers and staff follow the IEP for each child. The instruction is data driven, according to their English level on the NYSESLAT, NYSITELL and other standardized tests.
 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?
When applicable students in this category are afforded the opportunity to mainstream into general education or ICT settings in specific subject areas of strength.

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:			

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

Science:				

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

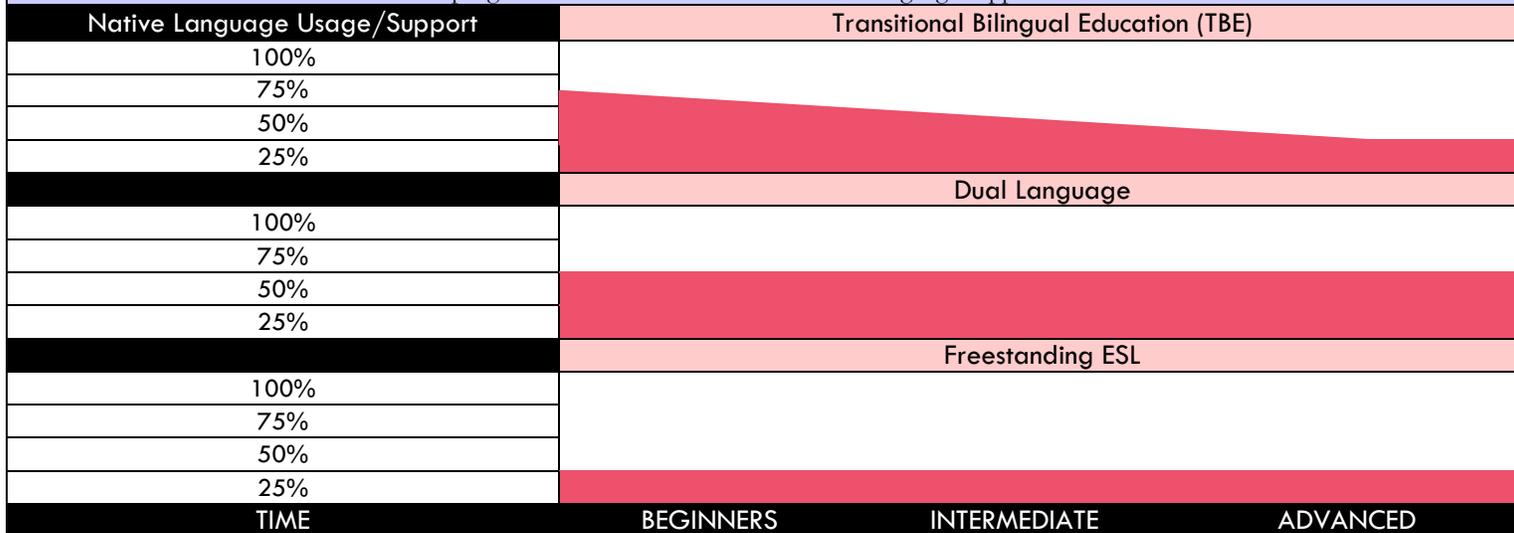
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
- We currently have identified ELL students who will receive intervention through our after school program. ELL students will use the Common Core Clinics ELA and Math, Test Ready ELA and Math, and Ready Writing Instruction. The Focused Reading program will be used during specific blocks of the day.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ELL students are currently receiving all mandated services that focus on all four modalities. We will also be providing AIS during a Title III after school program. Classroom teachers provide ELL students with individualized or small group differentiated instruction based on their needs.
11. What new programs or improvements will be considered for the upcoming school year?
- We are currently using new curriculums in ELA and Math. ReadyGen and Go Math are being utilized along with scaffolded strategies for ELLs.
12. What programs/services for ELLs will be discontinued and why?
- This school year we have discontinued the use of the Teachers College Reading and Writing workshop and Everyday Math. This was discontinued because it had little alignment to the CCLS. We are currently using programs aligned to the CCLS.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students across all subgroups who need assistance and support will have AIS as well as the Title III program (afterschool). These ELLs will be targeted through small group instruction in both math and ELA within the classroom and afterschool.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following materials are used to support learning of ELLs:
- * ReadyGen
 - * GoMath
 - * Code X
 - * CMP3
 - * Common Core Clinics in ELA and Math
 - * Test Ready in ELA and Math
 - * Focused Reading
 - * Ready Writing Instruction
 - * Language Power (Building Language Proficiency)
 - * Getting Ready for the NYSESLAT
 - * Content area Libraries (English/Spanish)
 - * Non-Fiction Libraries (English/Spanish)
- Our school also utilizes smart boards, computers, internet, audio materials, as well as word walls, graphic organizers, pocket charts, dictionaries and glossaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our TBE class receives 60% of instruction in the student's native language (Spanish), Multiple assessments, both formal and informal will be conducted throughout the year. As the students develop fluency in English, the instructional time will continually increase as outlined by the CR-Part 154 guidelines.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All activities such as SETTS, Speech, and AIS are age and grade appropriate, the curriculum is grade specific and is supported with curriculum maps, teacher made materials/resources and texts.
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.
- Pre-Registered students will be administered the NYSITELL and Spanish Lab if necessary, however we found that the majority of our Newcomers enroll at the start of the school year. An orientation will be provided for the parents; during which in time a video will be shown in their native language informing them about the different program models available to eligible students and all rules and regulations concerning the ELLS. At the start of the school year, additional parent orientations will be held. New ELLs will

receive one on one attention/support to help them get adjusted to the school.

18. What language electives are offered to ELLs?

At this time, no language electives are offered at P.S./I.S 377

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. ESL teachers will attend professional development sessions offered by OEL, and our network (412) specifically geared for ESL teachers. Professional development will be presented through workshops, demonstration lessons, and study groups. We will provide teachers with the opportunity to enhance on their profession, they will learn the important principles for language development and language acquisition. Ongoing support is provided by the ESL teachers to the classroom teachers. The ESL teachers will participate in weekly grade level meetings as well as collaborative inquiry to provide insight and instructional practices for the classroom teachers. Administration will provide teachers with in house professional development that will help them improve on their instructional plans.

The following teachers will participate:

- * Ms. S. Shirley (ESL Coordinator/ESL Teacher)
 - * Ms. C. Shirley (ESL Teacher)
 - * Ms. I. Pagan (TBE)
 - * Ms. E. Fonfrias (ICT Teacher)
 - * Ms. Radish (Reading Technology)
 - * Mr. Palomino (Math Technology)
 - * Mr. Marks (A.I.S)
2. Both ESL teachers attend all PD offered by the school in regards to new programs. ReadyGen, Go Math, CMP3 and Code X are aligned to the CCLS. Both ESL teachers are included in the school PD plan.
 3. Our teachers attend staff development where they are introduced to research based instructional strategies that will help ELL students in English as a Second Language to make the necessary transitions. Our teachers are provided with in house professional development that will focus on enhancing instructional planning for ELLs. The ongoing professional development helps to support accelerated academic growth and language development for our ELLs. The guidance counselor works closely with students to help them choose the best options for high school. The high school application process is explained to families at a meeting that is held by the guidance counselor and parent coordinator. Additional support is provided on an ongoing basis.
 4. As per Jose P. all classroom personnel will be trained to understand and use developed standards, criteria and procedures for nondiscriminatory referrals with an awareness of cultural and linguistic backgrounds. Our staff will attend training for teachers on non-discriminatory referral practices. Personnel will be trained in the technical aspects of administration and interpretation of assessment of data for linguistically different children.

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?

At our school we are eager to raise the level of parental involvement in our school community. We will offer the parents an opportunity to participate in various trainings and language development. Parents will be given the choice to participate in various workshops. Parent workshops will be facilitated by the ESL Coordinator, Parent Coordinator, Guidance Counselor, and administrators. The workshops will take place afterschool for a period of one hour and they will be conducted in Spanish and English. We will utilize the services of the translation unit when needed. At 377 there is also the CBO (Arts and Literacy) that provide additional support to our ELL parents, such as workshops and multicultural activities.

The topics for our parent workshops will include:

- * Promotional policies for ELLs
- * Ready Gen/Code X for ELA
- * Go Math/CMP 3
- * Preparing your child for Middle School/High School
- * Preparing your child for City and State Assessments
- * How to Interpret City and Statewide results
- * ESL strategies to use at home
- * Structure of the NYSESLAT
- * Using Technology to increase English Language skills

Parent workshops will be facilitated by the Assistant Principals, parent coordinator, ESL coordinator and Technology teacher. All workshop materials will be translated into the language needed. Translation during all workshops is available.

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: 377

School DBN: 32K377

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dominc Zagami	Principal		10/31/14
Yazmin Perez	Assistant Principal		10/31/14
Deborah Villanueva	Parent Coordinator		10/31/14
Ms. S. Shirley	ESL Teacher		10/31/14
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K377 School Name: P.S/I.S.377

Cluster: 4 Network: 412

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.

Our written translations assessments needs were found by a careful review of the Student blue emergency cards, home language surveys, UPPG screen, as well as information gathered during registration. During parent meetings and orientations we will continue to provide information through a range of channels and formats. The Parent Coordinator, ESL Coordinator, Guidance, as well as other members of the school community will ensure that parents understand their rights.

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.

After a review of the home language surveys we found that all parent notifications must be translated into Spanish, with a small number needing Arabic and French. We will make use of the translation unit provided by the Department of Education. We have posted the language translation policy informing parents of their rights to receive free translations. We also have a Parent Coordinator (Debbie Villanueva) and ESL Coordinator(Sharron Shirley) and ESL Teacher (Claudia Shirley) who are Bilingual (Spanish), along with a number of staff members that provide translations during Open School Night and Parent/Teacher meetings. The DOE also provides phone-in translations that we can utilize as well.

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.

Our plan is to continue the translation of the current Parent Hand Book into Spanish, and Chinese. Written translations will also be used to disseminate vital information and parent letters to non-English speaking parents to encourage participation in their children's education. Our goal is to enhance parents understanding of academic standards, assessments and exams. Our school will provide all notices in English, Spanish. For our small population of Arabic, Chinese and Haitian families, we will:

- * Provide interpretation services (either on site or over the phone)
- * Contact the DOE translation and Interpretation Unit
- * Utilize the Translation/Interpretation school funding allocation
- * Utilize teachers and school staff within the building

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 plan to meet the needs by providing interpreters in Spanish during all Parent teacher conferences, teacher/parent meetings, workshops suspension hearings and meetings throughout the school year. We will communicate information about the school's academic program and student participation. Oral Interpretations will be provided by school staff, our school has a large number of Spanish speaking staff, including the Assistant Principal, Parent Coordinator, ESL Coordinator, attendance personnel, Guidance, and Bilingual teachers. We will utilize the interpretation services for our Arabic, Chinese and Haitian Parents.

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

P.S./I.S 377 fulfills Section VII of Chancellors Regulations A-663 by providing the parent with a school handbook at the beginning of the school year that covers all notification requirements. They are also provided with a monthly calendar that notifies them of all monthly events at our school. We provide parents notifications in their primary language and during meetings or conferences; translators are available to parents. All letters and documents are provided to parents in both English and their Native language. As a school community we want to better engage and communicate with Limited English proficient parents because we want them to feel that they are involved from the start and ensure that the information we provide meets their needs.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: Alejandrina Benitez de Gautier	DBN: 32K377
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The title III funds will be used to implement an after school program for English Language Learners Language Development. ELA and Math strategies will be used to help students achieve higher scores on the NYSESLAT, and city and state assessments. The afterschool program will service approximately 50 students with two certified ESL teachers. The instructional program will service ELLs in grades 3-8; this includes eight newcomers in grades 4-7. The classes will be bridged together 3rd/4th/5th and 6th/7th/8th). The program will take place from November 14-May 8. It will meet for 20 sessions, 1 day a week (Fridays) from 2:30-4:30. Two Certified ESL teachers (Ms. S. Shirley & Ms. C. Shirley) will provide supplemental instruction in alignment with the NYC and NYS content and performance standards; instruction will focus on writing and intensified second language development. The two hour instructional block will be divided with ELA and Math instruction.

Our afterschool program will align instruction to improve literacy skills in ESL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and the NYS ELA. The focus will be in Reading comprehension, Math and a specific target on Writing. The students are mixed levels of Beginners, Intermediates and advanced. The beginners will have support of the native language, Spanish, with an emphasis of language acquisition. The language of instruction for the intermediate and advanced students will be in English. Our students were identified by the NYSESLAT and New York State exam (ELA & Math). The first hour of the program will focus on ELA and Math, and the second half of the program will target specific strategies for ESL and NYSESLAT preparation (with an emphasis on writing). The students will be provided with a pre-test, mid-year assessment and a post-test that will help us monitor progress throughout the program.

The materials we will use include: Empire State NYSESLAT, and Language Power Building Language Proficiency for ELLs. General instructional supplies such as chart paper, markers, pencils, pens, highlighters, construction paper, post-it, portfolio folders, teacher binders, composition books and any other materials necessary will be purchased by the school to support the Afterschool program.

The activities below are divided into the total amount of sessions that they will be teaching.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: P.S./I.S 377 Title III professional development will focus on making content comprehensible for English Language Learners. Teachers will participate in the professional development workshops in the most current research methodologies in the instruction of English Language Learners. The workshops will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on all city and state assessments. The professional development sessions will be facilitated by school administrator . We will provide teachers with the opportunity to enhance on their profession, they will learn the important principles for language development and language acquisition. The workshop topics will include:

- * Analyzing Data/Using Data to Drive Instruction for ELLs
- * Supporting ELLs' Achievement: Oral Language
- * Scaffolding Instruction for ELLs
- * Teaching ELA strategies to ELL students
- * ELL Considerations for Common Core-Aligned Tasks in Math/ELA
- * Best Practices and Strategies in ESL
- * Understanding the NYSESLAT
- * Understanding Tier Groups (Beginners, Intermediate, Advance) and how to differentiate instruction in the classroom.

Teachers working in the Title III program will receive 7hrs of professional development after school from 2:35-3:35 pm (1 per month for 7 mths @ 1hr each) Teachers will be paid at per session rate.

PD Providers: Members of the Professional Learning Team Per Session Rate 1 teacher x 7 hours=\$353.00

\$50.50 x 7 PD hrs=\$353.50 per teacher x 2 teachers = \$707.00 (1 per month @ 1hr each)

PD participants will be Ms. S. Shirley and Ms. C. Shirley

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: At our school we are eager to raise the level of parental involvement in our school community. Our parents participate in various trainings and workshops. Parent workshops will be facilitated by the ESL Coordinator (Sharron Shirley), Parent Coordinator (Deborah Villanueva), and administrators. In addition, we will contract Generation Ready so that they can provide a parent workshop that will further support our parents in understanding CCLS and how to help their children at home. The workshops will take place afterschool for a period of one hour and they will be conducted in English and Spanish.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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