



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

| | |
|----------------------------|-------------------------------------|
| DBN: (i.e. 01M001): | 15K676 |
| School Name: | RED HOOK NEIGHBORHOOD SCHOOL |
| Principal: | ROCHEL BROWN |

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Red Hook Neighborhood school School Number (DBN): 15K676
School Level: Elementary Grades Served: PreK - 5
School Address: 27 Huntington Street
Phone Number: 718-330-2238 Fax: 718-596-6446
School Contact Person: Rochel Brown Email Address: Rbrown24@schools.nyc.gov
Principal: Rochel Brown
UFT Chapter Leader: _____
Parents' Association President: Tiffany Yates
School Leadership Team
Chairperson: Stephen Greco
Student Representative(s): N/A

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 605 Network Leader: Lisa Gigoux

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|----------------|---|----------------------|
| Rochel Brown | *Principal or Designee | |
| | *UFT Chapter Leader or Designee | |
| Tiffany Yates | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Stephen Greco | Teacher | |
| Inge Bernhardt | Teacher | |
| | Member/ | |

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

| The Six Elements of the Capacity Framework | |
|---|---|
| 4. | 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. |
| 5. | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 6. | 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. |
| 7. | 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. |
| 8. | 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. |
| 9. | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and |

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

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

Mission:

At P.S.676 we believe all children are capable of learning and through high expectations, our students and families will be able to make informed decisions that will have a positive impact on their lives. Through our core values of collaboration, high expectations, responsibility, and accountability, students will embark upon a journey into the 21st Century as confident young adults equipped with skills that will enable them to access multiple paths of opportunity as they enter into adulthood. Students who attend P.S.676 will leave with a vast knowledge about the world.

At P.S.676 we are committed to providing multiple opportunities for students and their families to experience quality education. We seek to inspire our students and their families to strive for greater educational and personal opportunities and advances by exposing them to a vast array of information on all topics that affect child development including academic, social, and emotional needs and linking them to real life experiences within NYC.

To support our students academically we use the Pearson Ready Gen curriculum for reading as well as Wilson Foundations. Our students leave Pre-Kindergarten as readers. To ensure that our students are able to access opportunities in the areas of Mathematics, Science, and Technology we use a hands on approach in which students participate in inquiry based activities to deepen their thinking in these subject areas. We have a fully operational computer lab where children gain experience on the Mac /Apple platform. Our children are already well versed in multimedia applications including word processing, PowerPoint, and several graphics programs to ultimately move to coding.

To enrich the academic curriculum we have a strong Arts program. Through a partnership with Music in The Brain all students receive music instruction in the areas of chorus, keyboarding, and recorders. Instruction is provided in choral music for all grades and grades k- 2 receive Keyboard instruction as our grades 3 & 4 students receive instruction on the recorder. Additionally, we have partnered with Studio in A School, Community Word Project, and the Guggenheim Museum LTA Program to encourage our students to seek out careers or opportunities in the visual arts.

We believe the overall health and wellness of our students play an integral part in their academic success. Therefore, we have a salad bar as well as an electric water fountain in our cafeteria. The salad bar provides a "greener" meal option for our students while the water fountain provides them with an alternative to milk for their lunch beverage. Our students receive physical education twice weekly. All students in grades two and three receive instruction in swimming at the Asphalt Green Battery Park City location as in addition to physical education instruction led by classroom teachers weekly in our school's gymnasium. Lastly, we partner with Good Shepherd Services which provides a free afterschool program for all K – 5 students. As part of the transition from day school to afterschool all students receive a hot meal to carry them through to dinner time at home.

P.S. 676, Red Hook Neighborhood School is a diamond in the rough. We aspire to be the number one school in the country. However, the Red Hook community faces many socio-economic challenges. The Red hook Neighborhood School acknowledges these challenges and continuously provides students with academic and social experiences to motivate them to higher levels of academic achievement to become contributing members of the community. To this end,

we always seek to attract and retain highly qualified staff and improve parental involvement in the educational process. . Since we are located in the Red Hook section of Brooklyn we are very isolated from many parts of the borough and city. As a result it is difficult to attract and retain high quality teaching staff which has greatly impacted the school instructional program. Additionally, parental involvement is inconsistent. This greatly impacts the level of communication regarding instruction including the Common Core Learning Standards and NYC Instructional Expectations resulting in a lack of alignment between home and school. In spite of these challenges, we provide students with experiences to motivate them to higher levels of achievement and most importantly, we believe all children can Learn.

15K676 School Information Sheet

School Configuration (2014-15)

| | | | | | |
|---|----------------------------------|---|-----|---|-------|
| Grade Configuration | PK,0K .01,02, 03,04, 05 | Total Enrollment | 220 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 90.4% | % Attendance Rate | | | 88.0% |
| % Free Lunch | 90.1% | % Reduced Lunch | | | 3.1% |
| % Limited English Proficient | 8.1% | % Students with Disabilities | | | 22.0% |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 0.4% | % Black or African American | | | 45.7% |
| % Hispanic or Latino | 48.0% | % Asian or Native Hawaiian/Pacific Islander | | | 2.2% |
| % White | 3.6% | % Multi-Racial | | | N/A |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 5.34 | # of Assistant Principals (2014-15) | | | 1 |
| # 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) | | | 4.5% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | | 5.02 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | 4.8% | Mathematics Performance at levels 3 & 4 | | | 17.4% |
| Science Performance at levels 3 & 4 (4th Grade) | 68.0% | Science Performance at levels 3 & 4 (8th Grade) | | | N/A |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | | N/A |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | X |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | NO |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | NO | Limited English Proficient | | | N/A |
| Economically Disadvantaged | NO | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | | N/A |
| Economically Disadvantaged | YES | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | 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 | YES | | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|-------------|
| 3.2 | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12. | D |
| 3.3 | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. | 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. | 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.

Curriculum and assessments aligned to the Common Core Learning Standards and instructional shifts have been implemented. The coherent and rigorous implementation of the CCLS has yet to consistently meet the needs of all students and enable them to take greater ownership and responsibility for their own learning. Priority needs that will be addressed in the goal and action plan of this section are;

- Analysis of data including NYS Exams, Benchmark Exams, and student work
- Development of Unit plans, Curriculum Maps and Pacing calendars
- Development of CCLS Tasks and daily Learning Targets
- Academic Rigor in all grades

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.

Deepen the alignment of our students across the curricula, through designing effective Units of Study and lesson plans, to meet the rigorous demands of the CCLS to effectively address the needs of our students resulting in a gain of at least 15% on the NYS ELA and Mathematics exam by June 2015.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| Utilize NYCDOE core curriculum Pearson Ready Gen for ELA instruction in grades K – 5 and Harcourt Go Math for instruction in Mathematics Implement Mathematics “Problem Solving Fridays” utilizing Marilyn Burns literature in Mathematics Program Utilize NYSED Engage NY minute math drills to improve fluency | Grades K-5 Grades k-5 | Sept – June December – June Sept - June | Principal, Assistant Principal, Math Coach |
| Teachers will participate in grade level inquiry teams on a weekly basis utilizing the ATLAS protocol for looking at student work. | Pre K - 5 | Sept – June in 6 week cycles | Principal, Assistant Principal |
| As a school we will participate in Network sponsored workshops regarding the teacher effectiveness initiative to develop a common understanding of the ADVANCE Frame work for effective teaching. Network support teams will participate in classroom visitations with a core group of staff members utilizing the ADVANCE Framework to identify instructional areas of strengths and weaknesses as observed in classrooms. | Grades 3-5 | Sept - June | Network Staff, Assistant Principal, Principal, Mathematics Coach |
| Utilize holiday breaks and after school for extended time programs for targeted instruction in ELA and Mathematics | ELL students, grades 2 - 5 | December - June | Assistant Principal, Principal |

Part 4 – Resources Needed

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

- Network Support ELA Professional Development Sessions
- Teachers
- Pearson Student Textbooks and Teacher Guides
- Pearson Unit Exams
- ITA Benchmark Assessments
- Fountas and Pinnell Running Record Assessments
- Wilson Foundations
- Maintain small class sizes on all grades
- Fund per session hours for administration, teachers, data specialist, and paraprofessionals to plan for, facilitate, and attend professional development before or after school and on weekends as related to the NYC Instructional Expectations and the Common Core Learning Standards
- Supervisor per session for administrators 250 hours at the current contractual rate PF \$ 10982.50

- Teacher per session for 12 teachers for a minimum of 30 hours each teacher at the current contractual rate PF \$15,112.80.
- OTPS to purchase general supplies as needed to support the implementation of the CIE as related to teacher practice and the provision of feedback by administration. (chart tablets, markers, printer ink and toner, copy machine rental, computer maintenance, copy paper, notepads, notebooks, projector bulbs, etc. SWP \$ 2000

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.

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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:

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

Targeted students on each grade will be the focus of inquiry work in 6 week cycles with the goal of adding an additional three students who are on grade level each cycle while maintaining those who have shown growth.

information culled during weekly inquiry team meetings to address areas of need based on classroom observations, student assessment results including GAP analysis and interim assessments.

Administration and teachers will utilize various assessment tools to determine strengths and weaknesses of students (Fountas & Pinnell running records, Reading Assessment Inventory, Teacher made exams, interim assessments)

Internal(school generated) benchmark assessments will be administered to students and progress will be tracked weekly and semi monthly

Teachers will maintain assessment binders to organize, collect, and store student assessment data

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

- 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.

At P.S. 676 we identify, promote, and support our students' social and emotional development. Utilization of these supports lead to the sustenance of healthy relationships and a safe, respectful environment for all constituents. Priority this year will be continued maintenance of these partnerships and programs.

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.

Cultivate partnerships with existing community organizations to create continued opportunities for social, emotional, academic and artistic growth to allow opportunities for students to become college and career ready as indicated in the common core standards and yield a decrease of at least 10% of OORs reported incidents at the school by June 2015.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change | | | |

| | | | |
|---|----------------------|-------------|---|
| 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| 3. Strategies to increase parent involvement and engagement | | | |
| 4. Activities that address the Capacity Framework element of Trust | | | |
| Partner with the Guggenheim Museum to increase student and parent exposure to cultural institutions in and around NYC | Grades 4-5 | Oct-May | Grades 4 & 5 Teachers, Assistant Principal, Principal, Residency Personnel |
| Cultivate parent volunteers to actively participate in three core areas of focus; academics, fundraising, incentives and rewards | Parent Body | Sept - June | Parent Coordinator, Assistant Principal, Principal, Network support |
| Collaborate with Good Shepherds Services to provide social and emotional support to students and their families | Grades k-5, families | Sept - June | Assistant Principal, Guidance Counselor, Good Shepherds Services Director |
| Partner with Community Word Project which supports students in the classroom with meeting the State standards in literacy through writing, drama, and spoken word activities | Grades 2 - 3 | Sept - June | Grades 2 & 3 Teachers, Assistant Principal and Principal, Residency Personnel |

Part 4 – Resources Needed

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

- Administrative Staff
- Teachers
- Residency Personnel
- Good Shepherd Services Director
- Network Support Staff

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.

Salary of teaching staff

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.

- Utilize data from the online occurrence reporting system to track the number of incidents within the school to measure the impact of grant funded programs on student incidents.

- Utilize School Survey results to monitor parent satisfaction with the Arts and cultural programs offered at our school as provided through the many partnerships and residencies.
- State ELA, Mathematics, and Science exam scores will be used to measure the impact of these partnerships on student achievement in ELA, Mathematics, and as a result of these collaborations

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? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Staff needs to consistently implement strategic practices and make purposeful decisions in order to engage all learners by providing multiple points of entry for 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, teachers of grades K – 5 will develop effective lesson plans embedded with Universal Design for Learning (UDL) principles resulting in at least 15% gains in ELA and Mathematics scores on standardized exams.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| <ol 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). | | | |
| 3. Strategies to increase parent involvement and engagement | | | |
| 4. Activities that address the Capacity Framework element of Trust | | | |
| Teachers will develop Common Core-aligned units of study that incorporate opportunities for students to conduct research, do close reading, and use supporting evidence as required according to the NYC Instructional Expectations. Teachers will incorporate the Social Studies and Science core curriculum as a basis for research in these tasks | | | Administration, Math Coach, Network staff |
| Teachers will develop Common Core aligned tasks in mathematics that incorporate opportunities for students to solve authentic real world mathematics problems as required according to the NYC Instructional Expectations. | | | Administration, Math Coach, Network staff |
| Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments as well as multiple entry points for students | | | Administration, Math Coach, Network staff |
| | | | |

Part 4 – Resources Needed

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

- Principal
- Assistant Principal
- Math Coach
- Network Support ELA & Mathematics Professional Development Sessions
- Teachers
- Student Textbooks and Teacher Guides
- Periodicals and News magazines
- Purchase textbooks, consumable texts, periodicals, and other curriculum materials to be utilized by students and staff.
- Purchase interim assessments and benchmark exams to aid in monitoring the progress of students throughout the course of the school year.
- Maintain small class sizes on all grades
- Salaries of substitute teachers who provide coverage for Teachers to attend professional development workshops Fund per session hours for administration, teachers, and paraprofessionals to attend professional development before or after school and on weekends (see tenant 5 above)

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.

- Purchase textbooks, consumable texts, periodicals, and other curriculum materials to be utilized by students and staff. P&F \$2500.
- Purchase interim assessments and benchmark exams to aid in monitoring the progress of students throughout the course of the school year. TL Mosl \$ 1500.

- Salaries of substitute teachers who provide coverage for Teachers to attend professional development workshops (ongoing 122 days) at contractual rate SWP\$ 19,529.

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.

Teachers will meet in vertical teams to assess student work and plan lessons that demand evidence to support a claim in the areas of ELA and mathematics through the use of a CCLS aligned rubric

Teachers will meet bi-weekly in grade teams to assess the use of mathematical evidence to support responses

Student data will be measured by a comparison of assessment data from the initial baseline MOSL to the end of year MOSL. It is expected that at least 75% of students will increase their scores based on NYC targeted goals

The Gap analysis tool will be compared from task to task to measure improvement of targeted skills in need of improvement from task 1 to task 2 etc.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

A clear vision of student success has been implemented and is shared by all constituent groups. Resources are allocated to reflect the prioritized goals to increase 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 – 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, teacher effectiveness will improve 20% in their ratings for Danielson 1e, designing coherent instruction, based on frequent observations, using the Advance Framework for Teacher Effectiveness.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| 1. Research-based instructional programs, professional development, and/or systems and structures needed to | | | |

| | | | |
|---|------------|-------------|----------------|
| <p>impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p> | | | |
| Administrators will engage in more cycles of classroom observation and feedback using the <u>Advance Framework for Teacher Effectiveness</u> a research based rubric that articulates clear expectations for teacher practice as required by the NYCDOE and SDE. The focus will be on the 8 components of the Danielson Rubric for teacher effectiveness | All grades | Sept - June | Administration |
| Principal and Assistant Principal will conduct formal teacher observations as well as a series of short frequent cycles of classroom observations for each teacher using selected MOTP options. School leaders will set up and follow a schedule for teacher observations and feedback | All grades | Sept - June | Administration |
| Math Coach will visit classrooms regularly to provide assistance to individual teachers as needed | All grades | Sept - June | Administration |
| As a school we will participate in Network sponsored workshops regarding the teacher effectiveness initiative to develop a common understanding of the ADVANCE Frame work for effective teaching. Network support teams will participate in classroom visitations with a core group of staff members utilizing the ADVANCE Framework to identify instructional areas of strengths and weaknesses as observed in classrooms. | All grades | Sept - June | Administration |
| NYCDOE Talent Coach will provide professional support to the AP and Principal regarding the use of the ADVANCE rating system. | | | |

Part 4 – Resources Needed

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

- Principal
- Assistant Principal
- Staff Developer
- Network Support – Achievement Coach, NYCDOE Talent Coach
- Teachers
- Fund per session hours for administration, teachers, data specialist, and paraprofessionals to plan for, facilitate, and attend professional development before or after school and on weekends as related to the NYC Instructional Expectations and the implementation of the Common Core Learning Standards
- Supervisor per session for administrators OTPS to purchase general supplies as needed to support the implementation of the CIE as related to teacher practice and the provision of feedback by administration.
(chart tablets, markers, printer ink and toner, copy machine rental, computer maintenance, copy paper, notepads, notebooks, projector bulbs, etc.)

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 | X | 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.

- Fund per session hours for administration, teachers, data specialist, and paraprofessionals to plan for, facilitate, and attend professional development before or after school and on weekends as related to the NYC Instructional Expectations and the implementation of the Common Core Learning Standards
- Supervisor per session for administrators (see tenent 5 above)
- OTPS to purchase general supplies as needed to support the implementation of the CIE as related to teacher practice and the provision of feedback by administration.
(chart tablets, markers, printer ink and toner, copy machine rental, computer maintenance, copy paper, notepads, notebooks, projector bulbs, etc. SWP\$ 7072)

Part 6 – Progress Monitoring

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

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 2. Specify a timeframe for mid-point progress monitoring activities.
- Teacher effectiveness will be measured by the NYC School Survey results: 70% of teachers agree that school leaders give them regular feedback about their teaching.
 - MOTP tool as found on the Advance application of the DOE website will be used to track completed observation reports, and identify areas of strength and weakness according to the ADVANCE rubric as well as to monitor and track teacher progress throughout the school year.

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

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

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

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

| Tenet 6 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|-------------|
| 6.2 | The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success. | E |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. | 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.

The culture of 676K is designed to promote partnerships where parents, community, and staff work together to improve students’ academic progress, social and emotional growth and well-being. However, we must continue to cultivate these relationships to maintain consistent home and school connections to foster 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 by improving communication quantitatively and qualitatively, a minimum of 20% parents and families will participate in 7 out of 10 planned monthly activities.

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> |
|---|---|--|---|
| 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change | | | |

| | | | |
|--|------------|-------------|--|
| <p>8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>9. Strategies to increase parent involvement and engagement</p> <p>10. Activities that address the Capacity Framework element of Trust</p> | | | |
| <ul style="list-style-type: none"> • Convening monthly meetings of the general Parent Teachers Association and the School Leadership Team <ul style="list-style-type: none"> ○ Meetings of standing PTA committees and School Leadership Team Committees ○ General meetings called by the school in order to maintain open communication with the parents and monitor their concerns, interests, and needs <p>Maintain a consistent Parent Teacher Association</p> | All Grades | Sept - June | |
| <p>Establish clear and consistent communication with the parents through letters, email, and phone calls to encourage regular discussion about participation in school programs, students' academic success and behavior management. This communication will be in alternate languages as appropriate and necessary and shall stress the importance of communication between home and the school</p> | All Grades | Sept - June | |
| <ul style="list-style-type: none"> • Monthly Family workshops and other events to foster positive relationships between school and home and increase awareness that a students' success at school is the responsibility of both caregivers and school based staff. | All Grades | Sept - June | |
| <ul style="list-style-type: none"> • School messenger alerts families of special events at school via telephone. • Continue to distribute Monthly calendar of school wide events and parent meetings as well as newsletter to summarize what's happening within the school and how parents can become involved. | All Grades | Sept - June | |

Part 4 – Resources Needed

| |
|---|
| <p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <ul style="list-style-type: none"> • Principal • Assistant Principal • Math Coach • Teachers • Parent Coordinator • Parents/Guardians • Maintain school partnerships and residencies that provide instruction in the performance and visual arts See above • Provide professional development workshops to families to foster the school parent partnership See above • Fund the Parent Coordinator Position • Purchase materials and supplies for use with families. • Purchase equipment to aid in the support of school parent communication. • Fund per session hours for administration, teachers, to plan and facilitate professional development before or after school and on weekends See above • Fund per session hours for administration and other staff members to prepare and implement out of school time events and activities See above |

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.

- Maintain school partnerships and residencies that provide instruction in the performance and visual arts See above P&F \$10500.
- Provide professional development workshops to families to foster the school parent partnership See above
- Fund the Parent Coordinator Position TL \$37,072.
- Purchase materials and supplies for use with families TL \$ 500.
- Purchase equipment to aid in the support of school parent communication Title I SWP \$ 809.
- Fund per session hours for administration, teachers, to plan and facilitate professional development before or after school and on weekends See tenant 5 above

Fund per session hours for administration and other staff members to prepare and implement out of school time events and activities See above

Part 6 – Progress Monitoring

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

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

- A Parent Involvement committee led by the Parent Coordinator was formed and works in collaboration with the PTA Executive Board to schedule monthly school wide events for family participation.
- Attendance sheets from hosted events
- School Parent survey 80% of parents are satisfied with the school in the areas of safety, the arts, communication, and curriculum.

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

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

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

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|--|--|
| English Language Arts (ELA) | All students who scored at least two F &P reading levels below grade | Instructional resources will be based on the use reading in the content area through Historical Fiction and Nonfiction text | Small group, one to one | After school, holiday breaks, lunch time |
| Mathematics | All students in grades 3-5 who scored level 2 or below on the NYS Mathematics exam | Instructional resources from NYSED Engage NY will be utilized to enhance problem solving skills | Small group, one to one | After school, holiday breaks, lunch time |
| Science | All students who score at least two F &P reading levels below grade | AIS will use reading in the content area and hands on science tasks. | Small group, one to one | After school, holiday breaks |
| Social Studies | All students who score at least two F &P reading levels below grade | AIS will use reading in the content area through Historical Fiction and Nonfiction text. Students will Use role play, video, and computer software to reinforce content. | Small group, one to one | After school, holiday breaks |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | All students who have been referred to the SBST for behavioral issues. | Using directional therapy students enhance academic and focusing skills as they complete assigned tasks. Cooperative play is used as a technique to strengthen social skills as well as self-esteem. Lunchroom clubs for girls or boys will be used to facilitate peer mediation | Small group, one to one | Services will be provided during school hours Students will receive these services weekly throughout the school day |

15K676 School Information Sheet Key

| School Configuration (2014-15) | | | | | |
|---|----------------------|---|-----|---|-------|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 220 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 90.4% | % Attendance Rate | | | 88.0% |
| % Free Lunch | 90.1% | % Reduced Lunch | | | 3.1% |
| % Limited English Proficient | 8.1% | % Students with Disabilities | | | 22.0% |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 0.4% | % Black or African American | | | 45.7% |
| % Hispanic or Latino | 48.0% | % Asian or Native Hawaiian/Pacific Islander | | | 2.2% |
| % White | 3.6% | % Multi-Racial | | | N/A |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 5.34 | # of Assistant Principals (2014-15) | | | 1 |
| # 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) | | | 4.5% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | | 5.02 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | 4.8% | Mathematics Performance at levels 3 & 4 | | | 17.4% |
| Science Performance at levels 3 & 4 (4th Grade) | 68.0% | Science Performance at levels 3 & 4 (8th Grade) | | | N/A |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | | N/A |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | X |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | NO |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | NO | Limited English Proficient | | | N/A |
| Economically Disadvantaged | NO | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | | N/A |
| Economically Disadvantaged | YES | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | 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 | 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 | | | | |

15K676 School Information Sheet Key

School Configuration (2014-15)

| | | | | | |
|---|----------------------|---|-----|---|-------|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 220 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 90.4% | % Attendance Rate | | | 88.0% |
| % Free Lunch | 90.1% | % Reduced Lunch | | | 3.1% |
| % Limited English Proficient | 8.1% | % Students with Disabilities | | | 22.0% |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 0.4% | % Black or African American | | | 45.7% |
| % Hispanic or Latino | 48.0% | % Asian or Native Hawaiian/Pacific Islander | | | 2.2% |
| % White | 3.6% | % Multi-Racial | | | N/A |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 5.34 | # of Assistant Principals (2014-15) | | | 1 |
| # 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) | | | 4.5% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | | 5.02 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | 4.8% | Mathematics Performance at levels 3 & 4 | | | 17.4% |
| Science Performance at levels 3 & 4 (4th Grade) | 68.0% | Science Performance at levels 3 & 4 (8th Grade) | | | N/A |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | | N/A |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | X |
| Priority School | | | | | |

Accountability Status – Elementary and Middle Schools

| | | | | | |
|---|-----|---|--|--|-----|
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | NO |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | NO | Limited English Proficient | | | N/A |
| Economically Disadvantaged | NO | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | | N/A |
| Economically Disadvantaged | YES | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | 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 | 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 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>Recruitment efforts begin in the spring and continue until all vacancies are filled. All candidates are prescreened through NYCDOE and certified as eligible for hire.</p> <p>Once invited for an interview candidates are put through a rigorous selection process which includes an interview and a demonstration lesson. Candidates are also required to make a portfolio presentation to detail their teaching experience.</p> <p>Successful candidates that make it through the interview process will have their references checked and once hired be assigned to a mentor to become acclimated to the school community.</p> <p>The BEDS Survey is completed yearly to ensure that each teacher is teaching within his \ her license area.</p> |

2b. High Quality and Ongoing Professional Development

| |
|---|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <p>Professional development for staff is provided both in the classroom and outside of the classroom as well as outside the school through Network support and Intervisitations. Professional Development opportunities for administrators will be offered through CFN 605 and the NYC Leadership Academy then utilized in the areas of Differentiated Instruction, Team Building, Data Interpretation, Quality Review, Chancellor's Regulations, and Inquiry Process</p> |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

- The curriculum places key emphasis on foundational skills in the areas of math, literacy, science, social studies and social/emotional development.
- Wilson Foundations provides additional opportunities for students to gain knowledge in the areas of letter recognition, sounds and vocabulary.
- Teachers work effectively preparing students for Kindergarten all while meeting the foundational requirements of Common Core.
- Teachers participate in weekly vertical team meetings where they share practices with kindergarten teachers and kindergarten teachers are able to share expectations for students entering kindergarten.
- Professional development is offered weekly to prekindergarten and kindergarten teachers together across curricular subjects
- Parent meetings are held monthly to review CCLS and how parents can support at home

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.

Currently we utilize the following sources of data to determine school wide trends and track individual progress:

- Early Screening Inventory- Revised- This screening is administered to all prekindergarten students entering school. This exam is done to in order to determine if students have developmental delays, giftedness or if additional language support is needed.
- SPLASH Observation Checklist- this is administered monthly to all students upon the completion of the Theme Unit. This assessment observers students in the areas of literacy, mathematics, social emotional development, science, social studies, fine and gross motor skills, art and music, physical development and health and safety.
- Anecdotal Notes are taken daily. These notes are taken on student during interactions during center time, outdoor play or any other time where they interact with others. This information is used to plan for future instruction and it is also shared with parents during meetings.

Authentic Student assessments will be utilized throughout the year on a monthly basis. Within the Splash into Pre K program that we use, assessments are essential for gaining insight into how much children are growing and learning and allow you to adjust the way you teach to better meet their needs. Observations are conducted before; during and at the end of each theme to determine if and where students may need additional support across all of the developmental domains.

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 | 173,167 | X | 12, 18, 21 |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | 43,836 | X | 11, 17, 20 |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | 1,201,179 | X | 14, 17 |

¹Explanation/Background:

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

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

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

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 676 Red Hook Neighborhood School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P. S. Red Hook Neighborhood School** will support parents and families of Title I students by:

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, 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, 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

P. S. 676 Red Hook Neighborhood School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 15 | Borough Brooklyn | School Number 676 |
| School Name Red Hook Neighborhood School | | |

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

| | |
|--|---|
| Principal Rochel Brown | Assistant Principal Karin miller |
| Coach type here | Coach type here |
| ESL Teacher Rossy Crisostomo-Abreu | Guidance Counselor type here |
| Teacher/Subject Area Stephen Greco | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Edward Richardson |
| Related Service Provider Lisa Robin | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 222 | Total number of ELLs | 18 | ELLs as share of total student population (%) | 8.11% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|--------------------------------|---|
| All ELLs | 18 | Newcomers (ELLs receiving service 0-3 years) | 8 | ELL Students with Disabilities | 6 |
| SIFE | 0 | ELLs receiving service 4-6 years | 4 | Long-Term (completed 6+ years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 14 | | 3 | 4 | | 3 | | | | 18 |

| 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 | 14 | 0 | 3 | 4 | 0 | 3 | 0 | 0 | 0 | 18 |
| Number of ELLs who have an alternate placement paraprofessional: <u>3</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 2 | 6 | 3 | 2 | 3 | 1 | | | | | | | | 17 |
| Chinese | | | | | | 1 | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 2 | 6 | 3 | 2 | 3 | 2 | 0 | 18 |

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) | | 3 | 1 | 1 | | | | | | | | | | 5 |
| Intermediate(I) | | 3 | 1 | | 2 | 1 | | | | | | | | 7 |
| Advanced (A) | 2 | | 1 | 1 | 1 | 1 | | | | | | | | 6 |
| Total | 2 | 6 | 3 | 2 | 3 | 2 | 0 | 18 |

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 | 1 | | | | 1 |
| 4 | 1 | 1 | | | 2 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess the early literacy skills of all of our students including the ELLs, PS 676 uses Fountas and Pinell, Ready Gen weekly assessment tools and teachers' made ongoing assessments. The data collected is used to help students who are non readers achieve a higher level at the end of a targeted period and those that have difficulties learning will be given additional assistance. Since most

of our ELLs in the lower grades have difficulties decoding and phonics, the ESL teacher will target those areas. Furthermore, vocabulary development is built in our reading block to help those struggling readers. The ESL teacher uses an intervention program to help these students with decoding and sight words. The school uses this assessment data to create small group and plan PD in order for teachers to differentiate instruction for all students in school including the ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After looking carefully at our students results on the NYSESLAT and on the ELL periodic assessments it is clear that the majority of our ELLs are having difficulties in the reading /writing modality. This is true for all proficiencies and across all grade levels. This is similar to the mainstreamed population. As a result, classroom teachers in general and the ESL teacher in particular are focusing instruction on this modality.
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](#))

Report not available (RMNR) as of 9/27/13

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?

Patterns across proficiencies and grades reflect that the majority of our ELLs in the lower grades struggle with vocabulary and decoding. The upper grades(3-5) struggle with reading and writing. The results of the periodic assessment, in combination with teachers ongoing assessments are used to drive instruction and group students according to their specific needs. The data also shows that most of our newcomer ELLs progress rapidly from beginning to the intermediate level in their language acquisition as measured by the NYSESLAT.

These students continue to receive instruction that target all modalities.

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](#).)

When our students are not performing at a grade appropriately level, they are evaluated periodically and instruction is targeted to small groups. Teachers confer with all students including at risk students in order to drive their instruction and target specific needs. Our school uses data to guide instruction for ELLs within the RTI framework by working with the school support team where every case is discussed profoundly before any decision is made to place the student in any special setting. We provide ELLs with rigorous culturally responsive instruction and counseling. Meetings take place with our team which consist of staff trained to help target the problem.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language development for our ELLs is intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the writing workshops, the reading Program Ready Gen, as well as further more specialized instruction from their ESL teacher. The ESL teacher and paraprofessionals provide support as needed in the student native language. The services support and resources we provide our ELLs at the Red Hook Neighborhood School, matches the student age, grade and proficiency levels. Teachers use scaffolding techniques in their classrooms to accommodate the ELL population, and cooperative learning through both science and the social studies content areas to build all aspects of language proficiency including reading, writing, listening, and speaking.

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?

NA

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 program for ELLs by assessing their progress in regards to expressive and receptive communication in the English language and by tracking their academic progress in both the performance series and monthly on-going assessment. Furthermore, there is a trend of many students scoring proficient on the NYSESLAT a large percentage of our ELLs who took the LAT during the spring either scored a higher level. A couple tested out and the rest remained the same.

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](#).)
At P.S. 676 English language learners are identified in accordance with the New York State LEP identification process. Upon enrollment, the licensed ESL teacher together with the pupil secretary have parent complete the Home Language Identification Survey. If it is determined that the student's home language is not English and that he or she speaks little or no English, the ESL teacher assesses the student with an informal interview and consult the parent in the parent native language. Within ten days of enrollment the LAB-R is administered. If the child is Spanish speaking and he qualifies for services, than the ESL teacher who holds a bilingual license administers the Spanish LAB-R. All is done under testing conditions
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.
A number of structures are in place in order to ensure that the parents of ESL students at our school understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each new student to attend. At the parent orientation session, informational materials are provided and an information video is viewed by the parents in the language of their choice. In addition, an ESL teacher/bilingual school staff member offers additional counsel to parents in their native language in order to clarify the information and to ensure the parents understand their transfer right. During this meeting the parent completes the Parent Choice Survey. All this is done in the time allocated by the DOE. If we can not communicate with the parent, the parent coordinator assist in the process.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL teacher or parent liaison conducts any necessary follow ups to ensure program selection, and other forms are returned. There is communication between all of our teachers and the ESL teacher who makes sure all documents are kept in our school file. If a form is not returned, someone will send another one or make a phone call. There is on-going communication with the classroom teachers and parent coordinator. Entitlement letters are send home with the students and parents must read it, sign it and return back to school where they are kept in the school file. We are fortunate that the ESL teacher works closely with the Parent Coordinator to make sure that parents attend the selction meeting and sign the papers after the meeting. These documents are kept safe in the ESL data binder.
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 a student is classified as an English language learner, the classroom teacher is informed and the ESL teacher works out a schedule that best meet the need of the student. A letter is send home asking the parent to come for an orientation. Information is provided in the parent's home language. The ESL teacher together with the pupil personnel secretary go on ATS and completes the ELPC screen after the parent makes a choice. Placement letters are sent home in the parents native language and a copy is placed in our ESL data binder. Most of our parenrts choose to keep their children in the ESL program of our school even if it explained to them that they have the option of placing their child in another setting.
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.
Before administering the NYSESLAT, we get a print out from ATS to see which students qualify to take the test. Afterwards, letters are send home to the parents of ELL's notifying them about the importance of the test and the days they will be tested. With changes to the NYSESLAT, a couple of colleagues are trained every year by the ESL teacher on how to administer and score the test. The first part that is administered is the speaking. The ESL teacher administers the test to individual students in a room suitable for testing. Another teacher who is familiar and has taken the training scores it. The Listening, Reading, and Writing subtests of the NYSESLAT is administered in a group. Students in grades 3-5 will mark their answers in a scan sheet and students in grades K-2 will mark their answers in their own test booklets. The ESL teacher or helper will transcribe the responses onto the scan sheet. Our school makes sure that students with disabilities are provided with testing accommodations authorized by their IEP. If any students is absent

during the time of administration they take the test at a later time within the testing window.

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*
After examining the parent choice surveys from the previous years, it is clear that the large majority of parents who have children eligible for ESL services choose to have their children in a freestanding ESL program. A few parents first chose to have their children in a bilingual or dual language program, but later decided to reject the transfer offer and keep their child in our freestanding ESL program. The school monitors trends in parent choice by keeping records of these documents in our ESL binder and checking it every three months or whenever we meet for inquiry.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our ESL student population is served by one full time licensed ESL teacher using a combine push-in and pull-out model to ensure maximum efficiency and to comply with the mandated service minutes required for each language proficiency level. Students get pull out by grade and other time by mixed proficiency levels on grades K-2. Other times, ESL teacher pushes in to different classes during the week. Literacy and language development take place through student participation in the writing workshops, the reading Program Ready Gen, as well as further more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English, differentiated instruction and a wide range of scaffolding techniques. Instructional materials being used to teach the ELLs include; books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native language, and individualized word walls. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Leap Frog and books on tape etc), and additional academic intervention if needed.

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)?

. As specified under CR Part 154, all our beginning and intermediate level English language learners receive 360 minutes of ESL instruction per week. Our advance students receive the prescribe 180 minutes per week. Students are permitted to use their native language with the teacher, teacher- assistants and/or peers to express understanding and ask for clarification. In most cases bilingual “buddy; students are assigned to newcomer ELLs to help with translation of directions and expectations in the mainstream classroom.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

We are aware that any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development; therefore we strive to provide instruction in such a way that addresses the needs of each ELL subgroup to make content comprehensible and meet the demands of the Common core Learning Standards.

They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the writing workshops, the reading Program Ready Gen, as well as further more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English, differentiated instruction and a wide range of scaffolding techniques. Instructional materials being used to teach the ELLs include; books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native language, and individualized word walls. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Leap Frog and books on tape etc), and additional academic intervention if needed.

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

Students are tested in English but some students who require translation are accomodated accordingly. In the classroom the Native language support is delivered through the use of dictionaries and by grouping students with a bilingual “buddy”. The ESL teacher and paraprofessionals provide support as needed in the student native language by conversing with them in the native language and summarizing any concept that is no clearly understood . The students have the opportunity to have materials in the native language and answer questions in the language they feel more confortable with. The services support and resources we provide our ELLs at the Red Hook Neighborhood School, matches the student grade and age
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL program serves as a focal point of reinforcement for ELLs and provides them with the opportunity to acquire English through ESL methodologies. They have to create oral presentations, other students listen to their peer's presentations and decide if th presentation was good. The ELLs of our school complete the same reading and writing assignment as their peers. The ESL teacher uses various techniques and approaches taken from balanced literacy program, including Word Study, Guided Reading, Shared Reading, and Read Aloud. Various ESL techniques and approaches employed include Total Physical Response (TPR), Language Experience Approach, Cooperative Learning, and the Cognitive Academic Language Learning Approach.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our schools does not have SIFE students nor long term ELLs . Newcomer students at our school are serviced with the intention of giving them the language skills they need to function successfully in this new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency):ELLs that has been in our system for 4 years or more are placed in a at risk group where scaffolding tecniques are use to deliver intruction. The small

percentage of long term ELLs also have an IEP. The IEP teacher works closely with the ESL coordinator/teacher to make sure that all students' needs are being met. Some of these students are in Collaborative Team Teaching (CTT) classes and others are in self-contained classrooms. As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention in order to ensure academic success. This extra attention is given through pair tutoring, test preparation and after school programs. Classroom teachers continue their use of sheltered English to make input comprehensible for these students and design learning activities that connect new content to students' prior knowledge. Teachers also use graphic organizers, realias and other scaffolding techniques learned at our in house staff development sessions. Furthermore, the ESL teacher also assist accordingly depending on each individual case. Former ELLs get the prescribed time and a half for all testing. They also received academic support as needed.

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?

They received ESL services utilizing both a push- in ans pull-out model. Some of the strategies used are: listening centers, pictures with flow of the day(K-2), vocabulary flashcards, peer tutiotring, and think pair sharefor all grades. On staff we also have the services of 3 language alternate paras.. language skills they need to function successfully in this new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. They also receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). respon: ELLs that has been in our system for 4 years or more are placed in a at risk group where scaffolding teqniques are use to deliver intruction. The small percentage of long term ELLs also have an IEP. The IEP teacher works closely with the ESL coordinator/teacher to make sure that all students' needs are being met. Some of these students are in Collaborative Team Teaching (CTT) classes and others are in self-contained classrooms. They receive the same treatment as their English proficient peers in their classrooms with modifications according to their level and mandated by their IEP. Most of our classes have laptops and these are used to modify instructions for students with disabilities.

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?

At our school 14% of ELLs have Individualized Education Plans (IEP). Some of the students are placed in Collaborative Team Teaching (CTT) classes and others are in self-contained classrooms. This population receives individualized instruction from their classroom teachers, teacher assistants (in some cases bilingual), speech and languague services as mandaded by each student 's IEP, There is small group instruction in our ICT classes and the teachers work and plan together to help all students in the class.

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: | 0 | | | |
| Social Studies: | 0 | | | |
| Math: | 0 | | | |
| Science: | 0 | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

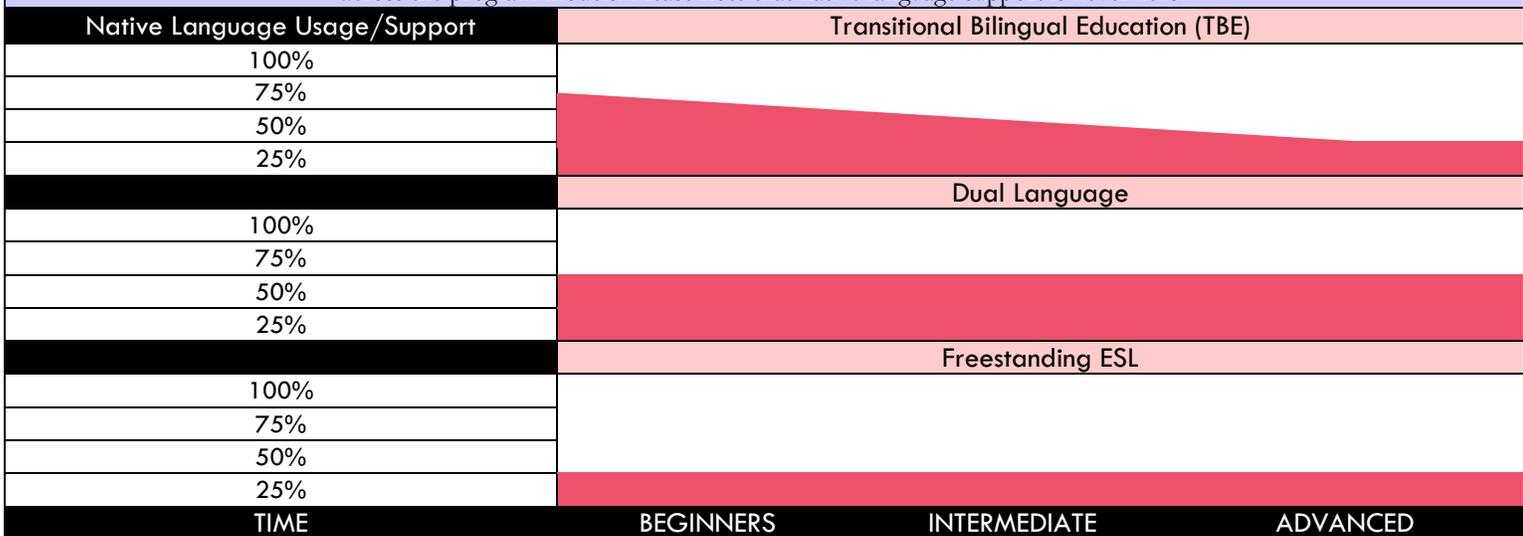
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required 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.
- The ELL population of The Red Hook Neighborhood School is given equal access to all intervention programs. All instruction is given in the English language with native language support as needed. Our school participates in small group instruction which is built in our program. During the small group instruction, ELA and math is instructed using skills that will target the challenges of all our students including the ELLs. Our IEP teacher also works with at risk students including those students with IEP.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We evaluate the success of our program for ELLs by assessing their progress in regards to expressive and receptive communication in the English language and by tracking their academic progress in both the performance series and monthly on-going assessment. Furthermore, we have weekly discussion on our inquiry meetings and share ideas on what works and what needs improvements for all of our students including all our ELLs. All of our classroom teachers are aware that they service ELLs and use strategies to help meet the need of all the ELLs in all subject areas. The ESL teacher gives as much support as possible to make instruction comprehensible for all the ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- This year our school will be working on a new curriculum. Ready Gen which is aligned to the Common Core Learning Standards and is geared to meeting the learning needs of our population.
12. What programs/services for ELLs will be discontinued and why?
- For the past three years our school has been using Storytown for all students including the ELLs. We are discontinuing part of it because the new curriculum the school is working with is more aligned with state tests and Common Core Standards and it meets the needs of most of our target students including the ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The ELL population of The Red Hook Neighborhood School is given equal access to all programs. English Language Learners are invited to participate in project read and project math after school programs. They are also invited to participate in supplementary school sessions that take place during the winter and spring breaks. All our students participate in Studio in a School, Learn to Swim, Physical Activities programs through Good Sheppard Services, and many other community based programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials being used to teach the ELLs include; books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native language, and individualized word walls. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Leap Frog and books on tape etc), and additional academic intervention if needed.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered through the use of dictionaries and by grouping students with a bilingual "buddy". The ESL teacher and paraprofessionals provide support as needed in the student native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The services support and resources we provide our ELLs at the Red Hook Neighborhood School, matches the student age, grade and proficiency levels. All our ELLs are placed in classroom where they interact with students of their own age. A student who is 6 years old is placed in a 1st grade class regardless of the language they speak. We provide ELLs with rigorous culturally responsive instruction where they are supported by all adults in our school.
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.
- Good Sheppard Services(CBO) offer afterschool, winter, spring and summer program for all students in the Redhook community including our newly incoming ELLs. The ESL teacher works closely with all the ELLs but gives additional support to those who are new to the school.
18. What language electives are offered to ELLs?
- NA
19. For schools with dual language programs:
- How much time (%) is the target language used for ELLs in each grade?
 - How much of the instructional day are ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?

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

N|A

C. Professional Development and Support for School Staff

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

In regards to professional development specifically tailored to the ESL teacher, our ESL teacher attends many workshops and professional developments courses offered by the office of English Language Learners and the school. Professional development is provided in conjunction to the 3 hours of monthly PD in the Common Core Learning Standards through teacher support using the Ready Gen Curriculum and Charlotte Danielson framework for teaching rubrics. They are conducted on a bi-monthly basis after school, during weekly workshops and during weekly grade conference meetings. These workshops are provided by the literacy and mathematics staff developers, an assistant principal and principal as well as professional consultants and our network CFN 605 throughout the year. Our classroom curriculum and our guidance provides scaffolded instruction for ELLs as they transition from elementary to middle school. The minimum 7.5 hours of ELLs training is provided to all staff by outside source and CFN 605 support. We use PD 360 and the school keeps records of these training on line. Professional development focuses on using Fountas and Pinnell Benchmark assessment system to assess all students. Furthermore, all teacher assistants are involved in these training and also on the inquiry group where we look at students' work including the ELLs'. Conversations take place during these meetings about the best ways to help all our struggling students. In addition, the ESL teacher is encouraged to attend the yearly NYSABE in the spring, ASCD, and TESOL conferences. She will also attend Reading and Writing Nonfiction for ELLs Institute, which will take place throughout the school year. The ESL teacher offers support and suggestions to classroom teachers about how best to deliver instruction to help meet the needs of any ELL in the classroom. The support is done on a needed basis.

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?

Parents play an integral role in our school. The school works closely with all the parents. There is a PTA committee in place which meets every month to discuss issues related on how best to meet the needs of all our students including our ELLs. During these meetings, we assess what parents needs are and the information is shared with all involved. This committee consists of both parents and teachers. Its goal is to engage parents in the school's community. The Parental involvement Committee meets twice a month to plan and implement events that will attract parents to become more active in the school. There will be a series of workshops given to all parents including parents of ELLs. These workshops will be given Saturdays/or and after school to accommodate those parents who work. Refreshments will be provided for these workshops and materials to distribute to parents will be bought using funds available for this purpose. Cookshop is a workshop given once a month to help parents plan a healthy meal for their children. This workshop is conducted by the Parent Coordinator and PTA Committee. Orientation meetings are scheduled throughout the school year for parents/guardians of newly enrolled ELLs to provide information on our ESL program. The orientation for new ELL's will provide an overview of the program and option for students/parents as described per DOE video for ELLs. The ESL teacher will work closely with the parent coordinator to provide support to the parents of all ESL students throughout the school year. Further more, the ESL teacher will work closely with the guidance counselor to ensure that the parents of all 5th grade ELLs are aware of middle school requirements and the schools that are available at our district. A number of informational meetings will be held throughout the year and culminating by May 2014 for all our parents including those parents of ELLs on Common Core Standards, new assessments, effort required of all the students to improve their performance on tests, and what way school-home connection can help with this crucial task. Meetings will also be held during the month of April to acquaint parents with NYSESLAT. The parents coordinators have weekly meetings with guidance and administration to discuss any issues related to upcoming events. Parents of Ells are always welcome. translation is available as needed, The ESL teacher, Administrators and the parent coordinator will make combined efforts to encourage more and more parents to get involved in our school and assist in the transision of our 5th graders to attend Middle School.

E. Additional Information

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

Our school has the privilege of attracting resources from in and outside of the community such as groups involved are: Learn to swim, Studio in a School, Guggenheim Program, Physical Activity Program through Good Sheppard Services etc. The Special Events Committee plans cultural activities for the entire school. Cinco de Mayo, St. Patrick's Day, Hispanic Heritage Month, and Black History Month are some of the activities conducted at our school for all students to participate. ELLs are always encouraged to join after-school alternative learning activities.

Part VI: LAP Assurances

| School Name: Red Hook Neighborhood 676 | | School DBN: 15K676 | |
|---|----------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Rochel Brown | Principal | | 1/1/01 |
| Karin Miller | Assistant Principal | | 1/1/01 |
| Edward Richarson | Parent Coordinator | | 1/1/01 |
| Rossy Crisostomo | ESL Teacher | | 1/1/01 |
| Tiffany Yates | Parent | | 1/1/01 |
| Stephen Greco | Teacher/Subject Area | | 1/1/01 |
| Sharlene Rust | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Juana Farrakhan | Guidance Counselor | | 1/1/01 |

| | | | |
|-------------|----------------|--|--------|
| Lisa Gigoux | Network Leader | | 1/1/01 |
| | Other _____ | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K676 School Name: P.S.676 Red Hook Neighborhood School

Cluster: _____ Network: 605

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.

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand we used classroom surveys. Classroom surveys give us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs for the Language allocation Plan for the school. The parent team and ELL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

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.

Our school is located in Red Hook an under resourced section of Brooklyn. The community is a minority population consisting of mainly Blacks and Hispanics. Approximately 15% of our students are recent immigrants. The majority come from Puerto Rico and the Dominican Republic. The school is comprised of 53% Blacks, 40% Latino and 7% others. We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents. We found that the major language groups were Spanish. A recent family that speaks Arabic and three students with families from China.

Part B: Strategies and Activities

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

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Spanish, Mandarin and French. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into the major languages occurring in our school (Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will translate these documents as a needed basis. Also, we plan to have interpreters in Spanish, and Chinese. They will be available to the parents for events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided by in-house by school staff. We have staff members who speak French, Haitian Creole, Spanish and Chinese. Since the major language group is Spanish, we have teachers to interpret in Spanish during school activities. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. Teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time we have enough staff members to accommodate our translation needs. We do have signs in the lobby of our school advertising such services.