



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

19K677

School Name:

EAST NEW YORK ELEMENTARY SCHOOL OF EXCELLENCE

Principal:

JUDY TOUZIN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: East New York Elementary School of Excellence School Number (DBN): 19K677
School Level: Elementary Grades Served: Pre K-5th
School Address: 605 Shepherd Avenue Brooklyn, NY 11208
Phone Number: 718-272-6075 Fax: 718-272-6527
School Contact Person: Judy Touzin Email Address: jtouzin@schools.nyc.gov
Principal: Judy Touzin
UFT Chapter Leader: Aracelia Cook
Parents' Association President: Aysha Gourdine
School Leadership Team Chairperson: Aysha Gourdine
Student Representative(s): NA

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Avenue, Rm 206 Brooklyn, NY 11207
Superintendent's Email Address: JSTALLI@SCHOOLS.NYC.GOV
Phone Number: 718-240-2700 Fax: 718-240-2751

Cluster and Network Information

Cluster Number: CLUSTER 6 Cluster Leader: JOSE RUIZ
Network Number: 606 Network Leader: PETRINA PALAZZO

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Judy Touzin	*Principal or Designee	
Aracelia Cook	*UFT Chapter Leader or Designee	
Aysha Gourdine	*PA/PTA President or Designated Co-President	
Shondel Fraser	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Catherine Barclay	Member/Teacher	
Joragie Centeno	Member/Parent	
Gregory Cleveland	Member/Parent	
Mindy Frank	Member/Parent	
Diana Moats	Member/Teacher	
Fabiola Nyenkan	Member/Parent	
Andrew Race	Member/Teacher	
Esmerelda Urquhart	Member/Parent	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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:

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

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

Contextual Information

ENYESE is an elementary school in its sixth year. We currently serve approximately 580 scholars from Pre-kindergarten through 5th grade. Our theme for the 2014-2015 school year is "Nothing New, Everything Better". We selected this theme because of a recent partnership with Uncommon Schools that helped us to see that our challenges are less about *what* we have been doing and more about *how* we have been doing what we do. We are confident that we will see significant improvement in a few key areas as we live this theme this year.

Mission Statement

All ENYESE scholars think, speak, read, and write at a (progressively) high(er) level. They demonstrate this ability across content areas.

Vision Statement

ENYESE equips scholars with the knowledge, skills, and commitment to succeed in middle school, high school, college, and beyond AND to make positive contributions to their local and global communities.

Strategic Collaborations/Partnerships

Our partnerships are providing us with the means to improve on already established structures and school wide norms. This year ENYESE has partnered with the Uncommon Charter School Network by participating in a four part professional development series, with sessions around classroom management, guided reading, and math instruction. These sessions are supplemented by classroom visitations and debriefs.

Beth Gueller, a New York State Special Education Improvement Specialist, supports special education teachers, educational assistants, and other staff with workshops and coaching sessions pertaining to school and teacher designated goals as well as The Principles of Universal Design for Learning.

For a second year ENYESE is partnering with the Institute for Community Living, a local organization which provides counseling services to scholars and provides families with resources.

Other family partnerships include the PTA's partnership with The Parent Academy Network through LIU, which provides support in facilitating workshops for families.

This is the second year in which The Cypress Hills after school program is providing child care and academic assistance for scholars. Arts East New York Inc. provides access and affordability to high quality artistic programming. In addition, East New York Partnership with the Homeless provides advocacy and legal advice for families in transitional housing.

Strengths/Accomplishments

We thoughtfully aligned our goals to specific areas for improvement as indicated by our previous year's quality review and school progress report. As a result, we noted the following improvements:

- Tenet 2: Each educator received at least 4-6 observations by May 31, 2014. Each observation included specific actionable feedback directly aligned to the Danielson component(s) of focus.
- Tenet 3: Approximately 75% of our ELA and math units were developed using the schools rigorous unit planner that requires educators to strategically and explicitly imbed rigorous learning activities aligned to the CCLS and

entry points that support UDL (representation, action and expression, engagement).

Accomplishments

As a school, we sincerely value our families and the community that we serve. As such we strive to develop and implement activities and initiatives that allow our partnership to grow and thrive. The below list is just a few of the events or offerings that we were able to implement during the 2013-2014 school year.

- I Care Campaign (Family Engagement Initiative)
- Daddy and Me Dance
- ENYESE CAFÉ
- 100 Book Challenge
- Kids Speak Out Magazine
- Disney's The Aristocats Theater Troupe
- Washington DC Senior Trip and Student Council
- Character Dress Up Day
- Career Day
- ENYESE's Annual Science Fair and Spelling Bee
- Holiday Coat Drive and Gift Baskets

Challenges

Tenet 4: We continue to receive feedback around the rigor of our curriculum and instruction. Specifically, we consistently receive feedback on the need to differentiate and ensure that all learning and instruction is aligned to CCLS while addressing student needs.

- Feedback from 2012-2013 Quality Review: Deepen the use of differentiated learning activities and instructional strategies to provide appropriately challenging and rigorous learning opportunities that promote high achievement.
- Feedback from 2013-2014 State Review: Ensure the consistency in the teaching of CCLS with more support to teachers on how to differentiate instruction. Ensure consistency of teaching CCLS and implementing differentiated instruction in all classrooms. Evaluate the impact on learning and instruction.
- Feedback from 2014-2015 PPO Visit: Develop teacher pedagogy that provides strong student engagement and requires challenging tasks informed by Danielson to meet the needs of all learners

Tenet 5: Educators felt that the school was less safe in 2013-2014 (59%) on the Learning Environment Survey than in 2012-2013 (68%)

19K677 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	591	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	81.9%	% Attendance Rate		91.0%	
% Free Lunch	84.4%	% Reduced Lunch		2.9%	
% Limited English Proficient	7.7%	% Students with Disabilities		18.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American		64.6%	
% Hispanic or Latino	32.2%	% Asian or Native Hawaiian/Pacific Islander		2.0%	
% White	0.4%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		2	
# 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)	2.2%	% Teaching Out of Certification (2013-14)		2.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.96	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.9%	Mathematics Performance at levels 3 & 4		17.8%	
Science Performance at levels 3 & 4 (4th Grade)	53.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	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.	D
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.	I

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.

STRENGTH

- School staff is engaging in conversations on how to use assessment tools to analyze data

NEEDS

- Lack of alignment between curriculum and assessment
- Lack of alignment between CCLS and units of study
- Educators are not engaging in cross curricular work
- Lack of a comprehensive system for using formative and summative assessment and curriculum planning
- Modification of curriculum are limited and do not consistently address the needs of all the subgroups

Part 2 – Annual Goal

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

- By June 2015, the average level of effectiveness will increase by .5 in Danielson Component 3C Engaging Scholars in Learning for our ICT and self-contained educators. This goal is aligned to the fifth need bulleted above, “Modification of curriculum are limited and do not consistently address the needs of all the subgroups”.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional Develop in Universal Design for Learning	ICT, Self-Contained and Educational Assistants	November 17 th through December 22 nd	Beth Gueller, Assigned SESIS
Focused walkthroughs followed by coaching/feedback conversations	ICT, Self-Contained and Educational Assistants	Monthly beginning in December 2014 (2 nd or 3 rd Wednesday of each month)	Beth Gueller, Assigned SESIS; AP's, coaches, principal
ENYSE Curriculum Development and revision	All classroom educators	One Saturday a month, November 22 nd , through June 14 th	Lead planners on each grade; literacy coach and math coach; AP's and principal
Transparent conversation and discussion with cohort of educators about the goal, the connection to their practice, their desired support, and structure of focused walkthroughs.	ICT, Self-Contained and Educational Assistants	December 22, 2014	Judy Touzin, principal and Beth Gueller, SESIS

Part 4 – Resources Needed

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

Human Resources: Assigned SESIS, coaches, APs, principal

Instructional Resources: Technology based curricular programs to support differentiation; increase of access to technology (i.e. laptop carts to support targeted learning and engagement)

Schedule Resources: Per session to support Saturday planning sessions; debriefing schedules to support SESIS walkthroughs; use of Monday afternoon PD time to support PD sessions for cohort of teachers

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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.

Establish the baseline average based on observation data from our first cycle (October 14 through November 7th). Assess progress towards target at the conclusion of our 2nd cycle (December 4th through December 19th) and 3rd cycle (January 26th through February 13th).

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.	D
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.	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.

STRENGTHS:

- School articulates a vision of social and development health
- School wide behavior system is in place; communication goes home daily about behavior and completion of academic tasks
- All stakeholders work together
- School has implemented a system for responding to students social and emotional needs

NEEDS:

- Need a more cohesive system on how to address students social and emotional health needs
- Lack of a comprehensive process for assessing the needs of students to consistently implement interventions and supports
- Role of the attendance counselor was not clear
- Lacking opportunities for school support staff and teachers to collaborate on sharing information in order to determine actionable support for student social emotional needs

Part 2 – Annual Goal

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

- By June 2015 ENYSESE’s FBA/BIP committee will have developed and successfully implemented a BIP for 80% or more of the scholars who are in our top 20 list for incidents and infractions (many of which also have an IEP).

This goal and the related action steps listed below are aligned to the following three needs bulleted above:

- Need a more cohesive system on how to address students social and emotional health needs
- Lack of a comprehensive process for assessing the needs of students to consistently implement interventions and supports
- Lacking opportunities for school support staff and teachers to collaborate on sharing information in order to determine actionable support for student social emotional needs

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
State mandated FBA/BIP implementation training to build knowledge and understanding of process	IEP teacher, social worker, and psychologists	Spring 2014 (last school year) through Fall 2014	DOE Facilitators; Network Support (SPED, OSYD)
PD to ensure all team members understand Life Cycle of the FBA/BIP Process <ol style="list-style-type: none"> Scholar of concern is identified (OORS, incidents, class/building concerns etc....) Committee meets to review expectations and to begin the process: <ul style="list-style-type: none"> • this work is about supporting scholars and their ability to learn as much as possible • team conversations and resulting BIP remain confidential(info shared on a NEED to know basis) • we engage with each scholars family to ensure they are an informed member throughout the process • team divides up the labor to increase sense of shared purpose and accountability and plan observation and analysis timeline. Scholar observations, student interview, teacher, educational assistants, parent questionnaires, specials educator questionnaires etc... all take place...(everyone who touches the scholar should have an opportunity to weigh in) Team members summarize their findings from their data and prepare to share at the upcoming data analysis meeting Team reconvenes to discuss ALL the data and formulate hypotheses and brainstorm/draft intervention plan Plan is shared with all stakeholders (parents, educators, FBA committee members, specials folks etc...) PRIOR to 	Dean, guidance counselor, AP, classroom teacher, educational assistants	December 1 st and 8 th 2014	IEP teacher and school social worker; Network support as necessary

<p>implementation</p> <p>7. Plan is implemented WITH FIDELITY and monitored at least weekly</p> <p>8. Plan is reviewed for effectiveness every two-three weeks</p> <p>9. Plan is adjusted as necessary until desired outcome is realized</p>			
<p>Ensure consistent structured time for team to meet and follow life cycle to develop cases</p>	<p>Dean, guidance counselor, AP, classroom teacher, educational assistants</p>	<p>Mondays from December through June</p>	<p>Principal, IEP teacher, and social worker</p>
<p>Targeted Social Emotional learning (SEL) professional development sessions to improve teacher capacity to meet the needs of scholars who present significant behavioral challenges. Topics include:</p> <ul style="list-style-type: none"> • Building relationships with scholars • Private individual corrections • Letting go of the power struggle • Chunking instructional time 	<p>Educators who serve the identified scholars</p>	<p>Tuesday afternoons in December and January; additional sessions will be added as necessary; 1 prep every two weeks to check in with Dean</p>	<p>Dean, supported by guidance counselor and AP</p>

Part 4 – Resources Needed

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

Human Resources: See key personnel above, scholar’s families who will participate in parent interview and offer valuable information about each scholar and the levels of support needed to ensure their success.

Instructional Resources: Items identified as valuable and motivating by scholars (i.e. Pokémon cards and the board game trouble for use during a lunch time club for earning tickets for classwork).

Schedule Adjustments: target group members made available for weekly sessions held each Monday; substitute to cover additional prep every two weeks with the dean

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
By February 1, 2015 the team will have successfully created the FBA and BIP for all target scholars.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	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.

STRENGTHS

- Clear behavioral expectations
- Scholars are confident asking and answering questions in the classroom
- Learning environment is physically and intellectually safe for all

NEEDS

- Allocate time more consistently to the development and discussion of lessons and unit plans and the use of student data
- Increase support around differentiation
- Develop and implement protocols for analyzing data to inform planning

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.

- 80% or more of our Monday and Tuesday professional development sessions will specifically include practice for educators on delivering instruction. Educators will give and receive targeted feedback based on established criteria for success. This goal is aligned to the first bulleted need indicated above, “Allocate time more consistently to the development and discussion of lessons and unit plans and the use of student data”.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Create the PD calendar aligned to the instructional areas of focus as well as other observed instructional needs across the school (i.e. questioning and discussion, math routines, increase academic vocabulary, guided reading instruction)	All classroom educators	Monday, September 8, 2014 through Tuesday, June 9 th	Instructional Leadership Team (AP's, coaches) and Lead Planners (identified teachers on each grade level)
Cyclical walkthroughs to determine school wide PD needs (targeted, individual, or whole school)	All classroom educators	4 cycles throughout the school year. Cycle 1: October Cycle 2: December Cycle 3: February Cycle 4: April-May	Principal, Assistant principals and Coaches
Develop and implement PD plans that follow Uncommon School's Living the Learning PD Planning template	All classroom educators	September through June	PD session facilitators
Ongoing professional development around designing and implementing high quality teacher PD	Judy Touzin, Principal	July 2014 through May 2015	Judy Touzin with uncommon Impact

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Human Resources: Principal, Judy Touzin, APs, Jubilee Mosley and Bryant Brown; Coaches, Natalie Council and Antoinette Jenkins; Lead planners on each grade</p> <p>Instructional Resources: Videos of high quality practice to serve as a model/exemplar for teachers working on specific areas; Guided Reading prompting guide</p> <p>Schedule Adjustments: Mass prep on select days beginning in December to provide targeted PD based on walkthrough data</p>

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By January 31, 2015, we will review our PD calendar as well as our PD lesson plans to ensure that each demonstrates 80% or more of our sessions have included practice. In addition, we will have a video tape of a session held in January that demonstrates that educators are practicing and giving and receiving feedback.

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.

STRENGTHS

- School leader has made strategic and sustainable decisions regarding the allocation of resources
- School mission and goals created with input from stakeholders
- School has system in place to conduct frequent targeted observations and track progress

Part 2 – Annual Goal

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

By June 2015, 100% of ENYESE scholars, educators, and families will be able to articulate ENYESE’s Mission statement. This goal is aligned to the second bulleted strength listed above, “School mission and goals created with input from stakeholders”. Now that we have created the mission and goals together, we need to ensure that every stakeholder knows what that mission is.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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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	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Reintroduce Mission Statement during school wide community circle through new chant (One school, one vision. Together we, are on a mission!)	Scholars and Educators	December 5, 2015	Principal
Create mission arrow cards for all scholars for placement on their desks.	Scholars and Educators	December 5, 2014	Principal and school assistant
Reintroduce mission to families (home language and English) and provide them with mission arrow card for posting at home.	Families	December 23, 2014, during our Awards and Appreciation Afternoon	Classroom educators and scholars
Enlarge and post chant and mission arrow at entrance and other key locations throughout ENYESE (in home languages)	All stakeholders	January 9, 2014	Principal, payroll secretary, school assistant.

Part 4 – Resources Needed

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

Instructional Resources: use of color printer and laminating paper; resources used to purchase large posters on chant and mission arrow.

Schedule Adjustments: On December 23, 2014 we will hold our Awards and Appreciations afternoon where we welcome all of our families in to celebrate with us. They will receive their mission arrow cards at that time.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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.

Educators will assess scholar retention and understanding of the mission statement as a part of their overall evaluation for the report card in March 2015. Families will also be assessed when they report for conferences. Those who do not know the mission statement will receive an additional mission arrow card for review at home.

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.	D
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.	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.

STRENGTHS

- We communicate with parents in various ways concerning school issues and student progress and needs
- Our I Care campaign is a comprehensive communication and community building activity.

NEEDS

- Failure to adequately respond to parent’s questions regarding CCLS
- Provide more opportunities to help families interpret data and assessment information to better support their child

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 we will hold 6 or more academic workshops for families specifically aligned to helping them better understand the expectations of CCLS and related assessments. Sessions include:

- Math Night (Fall, Winter, Spring)
- Breaking Down the Levels
- Test Busters 1 and 2

This goal is directly aligned to the two needs bulleted above.

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: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. 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>
Math Afternoon and Night	All families	October 7, 2014	Classroom educators on each grade, Math coach
Test Busters Session	All families	January 14, 2015 (as part of break out after classroom visits)	Coaches
First Tuesdays with Families: A series of open classroom session that begin first thing in the morning and last for an hour in the classroom; content specific, immediately followed by smaller targeted conversations with coaches and instructional leadership team; invitation will specify the valuable role that our families play as partners in educating our scholars and offer them the time and space needed for them to become better able to help us realize our shared mission and goals.	All families	January 14, 2015; February 3, 2015, March 3, 2015, April	Classroom educators, coaches, SLT parent members
Learning Leaders training and workshops schedule.	All families, especially those who currently volunteer on a regular basis	February 2015	Learning Leaders facilitator

Part 4 – Resources Needed

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

Human Resources: coaches, teachers, AP’s, family coordinator and parent members of SLT
Instructional Resources: Sample assessment questions and strategy packets to support parent work at home; distributed monthly
Scheduling resources: Change in Tuesday morning schedule once a month to accommodate topic under consideration; use of Tuesday planning time to plan session and prepare resources.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

By February 13, 2015, we will have conducted at least 4 academic workshops (two will be a part of the First Tuesday's with Families sessions). We will document and archive related artifacts from each session.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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Section 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)	One year or more below grade level on F & P assessment; level one on state assessment	Leveled Literacy Intervention system	Small group	During the school day
Mathematics	All scholars have access at school and at home; bottom third in each class are required to have access an additional 30 minutes each week	Targeted assigned content on Scootpad and iXL (web-based resources)	Computer based	During the school day
Science	One year or more below grade level on F & P assessment; level one on state assessment, with noticeable disparity between fiction and nonfiction based passages	Use of content based informational texts 60% of the time in ELA AIS	Small group	During the school day
Social Studies	One year or more below grade level on F & P assessment; level one on state assessment, with noticeable disparity between fiction and nonfiction based passages	Use of content based informational texts 60% of the time in ELA AIS	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Number of reported incidents; presented as educator or family concern	Guidance lessons in class; counseling sessions	Small group and one on one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
Our school works in collaboration with our CFN 606 Human Resources Director to recruit highly qualified teachers, both by attending open houses together and gathering and reviewing resumes of potential candidates. Only candidates with appropriate licenses are considered and candidates with multiple licenses are given priority if they are a match to the school. Teachers are encouraged to consistently reflect on and improve their practice and are provided many opportunities. From school-based professional development to network professional development and support from outside consultants, staff members consistently receive additional support. Lead teachers are identified and teachers are also identified as capacity builders. This ensures that high quality teachers are retained and their pedagogical and leadership capacities are continuously improved as they support their colleagues' development.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Our network support, CFN 606, provides both pull-out and push-in professional development for teachers, school leaders, and educational assistants. The network's 16 pull-out professional learning series for the school year range from Principal Plus One Institutes focused on the Common Core, Principal and Assistant Principal instructional rounds/learning walks in schools to special education, ELL, ELA, and math series to name a few. Along with that, CFN 606 provides on-site support for school leaders and staff that is targeted based on our needs (from our data) and requests. Additionally, our school contracts the support of several consultants who support school leaders with data gathering and analysis and teachers with pedagogy. All professional development is anchored in the Common Core and improving teacher pedagogy and student achievement.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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
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classroom during regular school day).

NA

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.).

We hold a yearly transition meeting with the families of our Pre K scholars. This meeting is facilitated by our prek social worker in collaboration with our teachers. As a school, we also partner with neighboring preschool programs and offer our site as a day trip site where their students experience firsthand what Kindergarten looks like. Most importantly, our Pre K educators sit on vertical teams with their colleagues who teach higher grades and participate in the same professional development offerings where appropriate. They too receive targeted professional development support from our network early childhood specialist on the rigors of the CCLS and what instruction and assessment can and should look like in Pre K classroom to ensure that scholars are college and career ready.

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.

Educators participate in cyclical data conversations with a school based leader as well as with their grade teams to analyze assessment results and plan instructional next steps. Teachers also help to select/create the assessments that we administer throughout the school. Revisions are made for future assessments based on teacher feedback.

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	\$432,621	X	11, 12, 14, 15, 18, 24, 25
Title I School Improvement 1003(a)	Federal	\$16,961	X	11, 12, 24, 25
Title I Priority and Focus School Improvement Funds	Federal	\$110,622	X	11, 12, 14, 15, 21,24, 25
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	N/A

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,974,480	X	11, 12, 14, 15, 18, 21, 24, 25

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Our 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.

As ENYESE Educators...

The School Agrees To:

- Show respect for each scholar and his/her family and each educator;
- Provide a clean and safe environment, and an atmosphere conducive to teaching and learning, for the entire ENYESE community;
- Establish an atmosphere conducive to open, regular communication among educators, scholars and families;
- Provide educators with the materials and supplies necessary for them to fulfill their obligations to the scholars and one another;
- Clearly communicate performance expectations to the educators and provide them with constructive feedback;
- Provide clear, frequent and regular communication channels between family and the educators;
- Provide educators with meaningful opportunities for professional growth and enrichment;
- Celebrate individual scholar's and educator's success with the entire school community;
- Provide opportunities for families to participate in school activities and events by scheduling them at times conducive to greatest attendance;
- Convene an annual meeting for Title 1 families to inform them of the Title 1 program and their right to be

involved;

- Give families and scholars opportunities to participate in school governance;
- Actively involve families in planning, reviewing and improving Title 1 programs and the parental involvement policy;
- Provide families with information about all programs;
- Clearly communicate expectations for scholar performance to the families and provide them with scholar profiles and assessment results through our “I Care” campaign’s academic workshops and progress reports;
- Provide families with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between educators and the families through: parent-teacher conferences; students progress reports as warranted; opportunities to volunteer and participate in their child’s class; opportunities to observe classroom activities as appropriate;
- Inform families of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.
-

Principal’s Signature

Assistant Principal’s Signature

Date

The Classroom Educator Agrees To:

- Honor the TRIBES agreements and show respect for each scholar and his/her family;
- Provide quality teaching by utilizing the school’s rigorous unit planning template to plan instruction;
- Implement feedback that I receive to ensure that my teaching becomes more and more effective;
- Provide quality leadership;
- Believe that each scholar can learn;
- Recognize each scholar’s unique abilities and challenges to help him/her grow to his/her full potential;
- Come to class prepared and positive;
- Assign homework that is meaningful and appropriate to the grade level;
- Coordinate with other programs to make sure nightly assignment do not exceed time limits;
- Give each scholar corrective, constructive and encouraging feedback;
- Celebrate each scholar’s success and encourage persistence when challenges discourage him/her;

- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with the scholar and his/her family;
- Provide full and clear classroom expectations to each scholar and his/her family;
- Provide clear progress reports to the families at reasonable intervals or as necessary to ensure the scholar meets grade standards;
- Seek ways to involve families in the school program and value their contribution.

Teacher's Signature

Date

RETURN TO CLASSROOM EDUCATOR

THE FAMILY SCHOOL COMPACT Continued...

As ENYESE Families...

The Scholar Agrees to:

- Honor the TRIBES agreements and show respect for my classmates, teachers, principals, school staff, families and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework in on time;
- Observe regular study hours;
- Observe the classroom and school rules set by my educators and the Department of Education;
- Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;
- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;

- Give to my family all notices and information received by me from my school every day.

Student's Signature

Date

The Family Agrees To:

- Show respect for my child, his/her educators and the school;
- See that my child attends school regularly and on time;
- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing, etc.);
- Talk with my child about his/her school activities every day;
- Communicate regularly with my child's educators;
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her educators and the Department of Education;
- Insist that all homework assignments are fully completed and on schedule;
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;
- Be available to assist my child;
- Review completed assignments to check for understanding;
- Attend all parent-teacher conferences;
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child's school;
- Support the school in developing positive behaviors;
- Support the school in implementing school policies and procedures;
- Read to my child and encourage him/her to read independently daily;
- Monitor my child's TV viewing, video game and online activities;

- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily.

Family Member's Signature Date

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 677
School Name East NY Elementary School of Excellence		

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 Judy Touzin	Assistant Principal Jubilee Mosley
Coach	Coach
ESL Teacher Jason Taruskin	Guidance Counselor
Teacher/Subject Area Ivy Krawczyk	Parent
Teacher/Subject Area Christina Birch	Parent Coordinator Reese Napper-Williams
Related Service Provider	Other Aracelia Cook, PAS
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	569	Total number of ELLs	42	ELLs as share of total student population (%)	7.38%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	5	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	37	0	5	5	0	1	0	0	0		42

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	37	0	5	0	1	0	0	0	42	
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	6	11	7	3	2								40
Chinese	1													1
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	13	6	11	7	3	2	0	42						

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)	9	0	2	0	2	0								13
Intermediate(I)	0	3	3	4	1	1								12
Advanced (A)	4	3	6	3	0	1								17
Total	13	6	11	7	3	2	0	42						

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	0	0	0	!Und
4	2	0	0	0	
5	3	0	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

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

NYS Science

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

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

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.
Initially, we use the LAB-R to assess reading and writing skills. The LAB-R provides insights about our ELLs. We use this tool to find their English proficiency level: beginning, intermediate, or advanced. We also test all incoming students using the Fountas & Pinnell Benchmark Assessment System 1. We assess the incoming student's phonics and word analysis, as well as their incoming reading

level.

We use the Fountas and Pinnell assessment system to assess the early literacy skills of our ELLs. The Fountas and Pinnell assessment system also provides insights about our ELLs. The system helps us to identify the proficiency level of our ELL scholars in reading, writing, listening and speaking. For our newest ELL scholars, F&P gives us specific data around their ability to identify letter sound correspondance and phonemic awareness. This helps to inform our school's instructional plan by providing data points that we use to develop our ELL and RTI plans. We use this data to help decide which scholars will receive Tier 1 solely based on their level of proficiency and which scholars will receive Tier II or Tier III academic intervention.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The 2013 NYSESLAT results reveal that 22 of the 33 ELL students who received services via the freestanding ESL program throughout the 2012-2013 school year scored at least one proficiency level higher than the previous year (or one or two levels higher than their LAB-R score from the beginning of the year), including two students who scored proficient. At the beginning of the 2012 school year, there was only one ELL who had scored advanced on the 2012 NYSESLAT at PS 677K, and zero ELLs who had scored proficient on the 2012 NYSESLAT. At the beginning of the 2013 school year, after the 2013 NYSESLAT, 13 students are now advanced and 2 ELLs are now proficient. The most growth was in the first grade class of 2012-2013. All five of the 1st grade students progressed to a higher proficiency level. The least growth was in the third and fourth grade, in which there wasn't any progress.
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 [AMAQ tool](#))
The RNMR report is currently unavailable (as of September 27, 2013)
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?
 - a. During the 2012-2013 school year, the third, fourth, and fifth grade ELLs were serviced via a pull out program. Only 2 out of those 7 ELLs scored advanced or higher on the 2013 NYSESLAT. In the younger grades, Kindergarten through second grade, there was a higher success rate. Half of the 26 students in those grades scored advanced or proficient on the 2013 NYSESLAT. The ELLs in these grades were serviced through a push in program. The beginning and intermediate ELLs in Kindergarten were pulled out four times a week. Push in appears to be more beneficial than pull out. ELLs who took the NYS ELA and Math exams in English performed the same as the students that took those exams in their Native Language.
 - b. N/A. We have not administered the ELL Periodic Assessments for the past couple of years.
 - c. N/A. We have not administered the ELL Periodic Assessments for the past couple of years.
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](#).)
We use data to guide instruction for our ELLs. We group the ELLs according to our data. The students in Tier 1, our advanced ELLs, only receive push-in four periods a week. Our Tier 2, intermediate and beginning, ELLs receive a combination of push-in and pull-out, for extra attention in a small group setting. Our Tier 3 students in ESL, the newcomers to the country, receive extra periods of instruction in small groups to meet their specific needs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ELLs receive a variety of supports throughout instruction. Our ELLs receive native language support in their classrooms. Scaffolds include visuals (pictures, videos, etc.), modeling, gesturing, kinesthetic activities, and choral repetition. Newcomers to the country are paired with students who speak their language. There are 9 Newcomers to the country in our school, 6 of which are in classrooms with bilingual educators. Instructional points are translated into the students' native language. Newcomers to the country are encouraged to read and write in their home language, and as they acquire English, to use the English words they learn in their writing. Any newcomers to the country that are in first through fifth grade receive additional homework assignments to fulfill their language needs. Any notices that are sent home with our ELLs are translated into their native language. ELLs receive time extensions for class exams and receive time and a half for state exams. Except for reading and writing examx, all exams are translated into the child's native language. Students receive the official translations and bilingual glossaries for state exams.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

As of October 1, 2013, we have not received the NYS Report Card for the 2012-2013 school year. In the past, we did not have a large enough ELL population to warrant an AYP for our ESL program. However, we do administer in-house interim/periodic assessments in order to evaluate the progress of our ELLs throughout the year.

We can measure the success of our ESL program by looking at our NYSESLAT scores. The 2013 NYSESLAT results reveal that 22 of the 33 ELL students who received services via the freestanding ESL program throughout the 2012-2013 school year scored at least one proficiency level higher than the previous year (or one or two levels higher than their LAB-R score from the beginning of the year), including two students who scored proficient. At the beginning of the 2012 school year, there was only one ELL who had scored advanced on the 2012 NYSESLAT at PS 677K, and zero ELLs who had scored proficient on the 2012 NYSESLAT. At the beginning of the 2013 school year, after the 2013 NYSESLAT, 13 students are now advanced and 2 ELLs are now proficient. We have progressed considerably in the past year.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 During our registration process, every family must fill out a Home Language Identification Survey which includes the informal oral interview in English and the families' native language. Our pupil accounting secretary, Ms. Aracelia Cook, distributes the HLIS and the certified ESL teacher, who is also the ESL coordinator, Mr. Taruskin, conducts the informal interview. The ESL coordinator, Mr. Jason Taruskin, is aided by a translator, who ensures that the families understand what is being asked of them on the survey. Within the first 10 school days, Mr. Taruskin extracts each HLIS from the cumulative folders of all new registrants. Mr. Taruskin reviews each HLIS for accuracy and completeness and proceeds to sort the surveys into categories; English Dominant and Dominant in a language other than English. If 1 or more is checked off in the "other" box in numbers 1-4, and 2 or more is checked off in the "other" box in numbers 5-8, the student is eligible to take the LAB-R test. Mr. Taruskin informally interviews each scholar orally and assesses each scholar. We use the information gained through each informal interview in conjunction with the HLIS to determine whether or not a student should be LAB-R tested. LAB-Rs in English and Spanish are administered, hand scored, submitted for grading at the BAO, and reported on ATS on the ELPC report. The Spanish LAB-R is only given to students who speak Spanish. ALL HLIS forms are signed by Mr. Taruskin and placed in students' cumulative folders by our pupil accounting secretary, Ms. Aracelia Cook.
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.
 After the LAB-R is administered and a student is identified as one who is eligible to receive ELL services, Mr. Taruskin sends home an entitlement letter and contacts the families by phone as well to invite them to an ELL Family Orientation (within the first 10 school days). Mr. Taruskin and a pedagogue (serving as a translator) conduct the orientation in the families' home language and English. We explain the ELL identification process, and show a video which gives more information about the ELL program and the choices. After the video is shown during the family orientation, we answer any questions families may have and preview the parent choice survey. The survey is a double-sided document in both the families' home language and in English. We provide families with an opportunity during the orientation to fill out the parent choice survey and after parents complete the form, we collect, review, and file them. These letters are copied and placed in an ELL Records Binder each school year. The original is placed in the child's

cumulative record. If their program of choice becomes available, they will be notified immediately. A letter will be sent home in order to notify them of this change and to invite them to attend an informational meeting about the change.

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 [\[see tool kit\]](#).)

We send the entitlement letters home with each student that has been identified as an ELL. We make follow up phone calls, with the use of a translator, to confirm the parents' understanding of the letter, and to verify whether they can attend the parent orientation. If a parent does not attend the orientation, they are invited to another orientation. All correspondence is in the parent's native language. If the parent still does not attend the second orientation, a Parent Survey and Program Selection form is sent home with an explanation of how to access the video online and what steps to take from there. If this survey is not completed and returned, another phone call is made to complete the survey over the phone. All Parent Survey and Program Selection forms are filed in the students' cumulative records and a copy of them are kept in the ELL Records 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.

As of October 1st, we have identified 15 students as ELLs. Since we do not have at least 15 ELL students across two grades, our current ELL population does not warrant a Transitional Bilingual or Dual Language program. Mr. Taruskin sends home placement letters to each ELL family to notify them of the ESL program their child has been enrolled in. The parents of ELLs that did not score proficient on the NYSESLAT, and will continue in our ESL program, receive a continued entitlement letter. These continued entitlement letters are also photocopied and placed in the ESL Records Binder. Families are kept abreast of changes as they occur. However, in the five years since NYESE has been open, we have yet to have 15 students across any two grades who have selected a Transitional Bilingual program. These placement letters are also copied and placed in an ELLs record Binder for the school year. If their program of choice becomes available, they will be notified immediately and invited to attend an informational workshop about this change. All oral and written correspondence with parents is in their native language via a translator.

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.

In order to ensure that all qualifying ELLs receive the NYSESLAT annually, the ELL Coordinator accesses the RLER report on ATS. The RLER is checked regularly from the very beginning of the year until the end of the year. The RLER is used to determine eligibility for the NYSESLAT and LAB-R. When it is determined who will be tested, the ELLs are pulled by grade in small groups to complete the listening, reading, and writing sections of the NYSESLAT. They are brought to a separate location. Mr. Taruskin conducts the NYSESLAT. Pedagogues who do not teach ELLs throughout the year are enlisted to score the writing section. Mr. Taruskin administers the speaking portion to one student a time. A pedagogue who does not teach ELLs throughout the year is enlisted to sit side by side with Mr. Taruskin to score the speaking section. If a student is absent, that student is administered the section(s) that they missed individually.

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. BESIS 2012-2013:

K: 7 TBE, 4 N (did not complete a Parent Survey), 1 ESL, 0 Dual / 10 students still enrolled in June 2013

1st: 3 TBE, 2 N, 0 ESL, 1 Dual / 5 students still enrolled in June 2013

2nd: 2 TBE, 6 N, 2 ESL, 1 Dual

3rd: 0 TBE, 3 N, 0 ESL, 0 Dual / 2 students still enrolled in June 2013

4th: 0 TBE, 2 N, 1 ESL, 0 Dual / 1 student still enrolled in June 2013

5th: 1 TBE, 2 N, 1 ESL, 0 Dual

Total: 13 TBE, 19 N, 5 ESL, 2 Dual

2. Current ELL roster, 2013-2014:

K: 6 TBE, 1 N, 5 ESL, 1 Dual

1st: 3 TBE, 2 N, 1 ESL, 0 Dual

2nd: 4 TBE, 5 N, 1 ESL, 1 Dual

3rd: 0 TBE, 5 N, 1 ESL, 1 Dual

4th: 0 TBE, 2 N, 1 ESL, 0 Dual

5th: 0 TBE, 1 N, 1 ESL, 0 Dual

Total: 13 TBE, 16 N, 10 ESL, 3 Dual

Over the years, parents have predominantly chosen Transitional Bilingual over the other two programs, with ESL in second place, and Dual in a distant third. However, in the five years since ENYSE has been open, we have yet to have 15 students across two contiguous grades who have selected a Transitional Bilingual program. We will continue to monitor parent choices, and will grant a TBE program when warranted.

Those who are interested in TBE or Dual Language programs are informed of their right to learn about which neighboring school may offer the program of their choice.

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])?
 - a. We use a combination of pull-out and push-in (co-teaching). The ELLs are pulled by the certified ESL teacher, Mr. Taruskin. In Kindergarten, the beginning and intermediate ELLs are pulled three periods a week (1 period equals 45 minutes). Mr. Taruskin pushes into Kindergarten five periods a week. He pushes into the most heavily ELL populated Kindergarten classroom, and brings in any ELLs that may be in other Kindergarten classrooms. He co-teaches that period's lesson. This is how he conducts all push-in classes. Mr. Taruskin pulls out the 1st and 2nd grade beginning and intermediate ELLs four periods a week. He pushes into a 1st grade classroom four periods a week in which all the ELLs are present. He pushes into a 2nd grade classroom four periods a week in which all the ELLs are present. He pulls out the 3rd, 4th, and 5th grade beginning and intermediate ELLs three periods a week. Mr. Taruskin pushes into a 3rd grade class five periods a week. All 3rd grade ELLs are in this class, and Mr. Taruskin brings the 4th and 5th grade ELLs with him.
 - b. Kindergarten, 1st, 2nd, and 3rd grade are all pushed into individually, and might be considered "graded." All ELL groups are heterogeneous (mixed proficiency levels), although no advanced students are pulled out with the lower proficiency levels. The 3rd, 4th, and 5th grade group (for both push-in and pull-out) may be considered "ungraded" (all students regardless of grade are in one class). The 1st and 2nd grade pull-out group can also be considered "ungraded." The groups had to be constructed this way so that the certified ESL teacher, who is also the only appointed ESL teacher, can service all groups and deliver the mandated number of minutes of instruction to all ELLs.
 The time allotment is based on the regulations of the CR Part 154. The instruction is aligned with the Common Core State Standards. The ESL teacher collaborates with classroom teachers about curriculum and students' abilities, needs and accomplishments. Once a week, the ESL teacher meets with each co-teacher individually to plan for the following week. Beginning and intermediate students receive 8 periods a week of instruction, each containing 45 minutes. Advanced students receive 4 periods a week, each period also 45 minutes. Differentiation occurs within the ESL lesson and the classroom as well as the students' general education classrooms.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 ESL students are never pulled out during their literacy block. They receive at least 180 minutes per week of ELA instruction in their general classroom. Beginning and intermediate students receive 360 minutes of ESL instruction per week and advanced students receive at least 180 minutes of ESL instruction per week.
 In our only program, ESL, native language support is delivered in a variety of ways. Some ELLs have a bilingual teacher. All ELLs, especially our newcomers to the country, are paired up with a bilingual student who can act as their guide through each lesson. If the class is an ungraded group of mixed grade levels, the older ELLs may help the younger ELLs with both language and content. Each classroom has a section in their libraries for books in languages other than English. Exams in content areas other than ELA are translated for ELLs. ELLs in grades 3 through 5 have access to the NYS bilingual glossaries.
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.
 ESL instruction includes, but is not limited to, the use of pictures, videos, manipulatives, gestures, role-playing, chants, and songs to make content comprehensible, and to foster language development. The ESL teacher, Mr. Taruskin, pushes in during the social studies/science block in Kindergarten, the mathematics block in 1st grade and 2nd grade, and the writing block in 3rd grade. Mr. Taruskin provides content area support for all ELLs during that period. Two teachers who are bilingual teach classes with a large ELL population. They use the students' native language to make content comprehensible. In every classroom, every ELL is paired up with a bilingual peer who can help direct them and clarify instruction. We have Spanish language books in our libraries for our ELLs. All ELLs are held to the same CCSS. Any assignments are scaffolded appropriately for each ELL. Class trips provide the ESL teacher opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Students in grades three through five have been provided with the NYS Bilingual Glossaries for mathematics, social studies, and science to aid them throughout the year and on their state exams. ELLs receive testing modifications which include time and a half, testing in a separate location, the simultaneous use of English and Alternative Language Editions on state assessments (except ELA),

and a third reading of the listening selection during the ELA exam.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We administer the Spanish LAB to Spanish-speaking ELLs at the beginning of the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year, students are assessed in listening, speaking, reading, and writing. Mr. Taruskin uses the NYSESLAT test sampler exams that are provided through <http://www.p12.nysed.gov/assessment/nyseslat/>. In addition, we teach and assess students formatively and summatively using the Attanasio & Associates program Getting Ready for the NYSESLAT. All four modalities can be fully evaluated through this program. Mr. Taruskin has scheduled these exams to occur in September, the beginning of November, the end of December, the beginning of February, the end of March, then the NYSESLAT is in April and May, and lastly, one in June. Roughly every 6 weeks a periodic assessment is given.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. At the present time, we do not have any SIFE students. However, in the event that we have SIFE students, SIFE students will receive AIS services in both reading and math. They will receive age and grade appropriate instruction that is scaffolded to make the content comprehensible.

b. Students that have been in U.S. schools less than three years receive constant exposure to vocabulary and literacy instruction using a variety of manipulatives, gestures, videos, and pictures. We want our newcomers to make a smooth assimilation and to start communicating. Students who are true newcomers to the country are offered extra afterschool sessions with our certified ESL teacher. During the 8 periods that they are serviced, these newcomers are paired with bilingual students who guide them through the lesson. They also receive alternate homework assignments to meet their vocabulary needs. If they can write in their native language, they may use their L1 to write and answer questions, and eventually integrate their L2, which is English.

c. ESL students who have been receiving services four to six years are taught reading skills and strategies to help them comprehend what they are reading, master the common core learning standards, and ultimately achieve grade level or above grade level scores on the NYS ELA exam. Lesson plans are modified and differentiated for these students to ensure they can fully engage in the lesson and learn the objective that is being taught.

d. At the present time, we do not have any long-term ELLs. Long-term ELLs will be taught reading skills and strategies to help them comprehend what they are reading, master the common core learning standards, and ultimately achieve grade level or above grade level scores on the NYS ELA exam. Lesson plans will be modified and differentiated for these students to ensure they can fully engage in the lesson and learn the objective that is being taught. These students will also receive AIS services to supplement their ELA and math lessons.

e. Former ELLs continue to receive four periods of ESL per week for one year. Former ELLs are also afforded time and a half on exams for up to two years.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers who service ELL-SWDs have access to their IEPs. The ELL-SWDs receive all services mandated on their IEPs. If an ELL-SWD has an IEP which mandates ESL instruction, they are serviced by the ESL teacher accordingly. If an ELL-SWD's IEP mandates bilingual instruction, we will inform the parent that we do not have a TBE program at the present time and offer to request an alternate paraprofessional who can provide native language support.
Every classroom has a leveled library, as well as a section for books in languages other than English. Teachers of ELL-SWD use a variety of supports to make content comprehensible, such as, but not limited to, scaffolding, wait time, visuals (pictures, videos, etc.), modeling, gestures, small groups, and kinesthetic activities. Content is on grade-level and meets the needs of the CCLS, but is scaffolded to make content comprehensible.

The strategies teachers employ include, but are not limited to role-playing and components of a Balanced Literacy program. This includes shared reading, shared writing, interactive writing, guided and independent reading, and read alouds. We use graphic organizers and cooperative learning, which provides ELLs with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, dramatization, text representations, and manipulatives, chants, songs, poems and charts to help them acquire language skills.

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

The ESL teacher meets with the IEP team and the Special Education teachers to discuss how we can target each child's individual needs. Our school ensures that flexible programming is used to maximize time spent with non-disabled peers. Those ELLs in a 12:1:1 class are pulled out and are taken to a general ed classroom four periods a week for their ESL instruction. Some ELLs are in ICT classes and are with non-disabled peers all day. The school psychologist conducts a number of tests to determine where the child falls on the spectrum. The school psychologist that tests our ELLs is bilingual (Spanish). Depending on what type of disabilities the child has and how serious those disabilities are, the child is placed either in general ed, ICT, or 12:1:1. Based on the findings, the school psychologist writes the IEP that is decided upon, and the child is placed in the appropriate setting.

Courses Taught in Languages Other than English

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

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

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

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

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

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

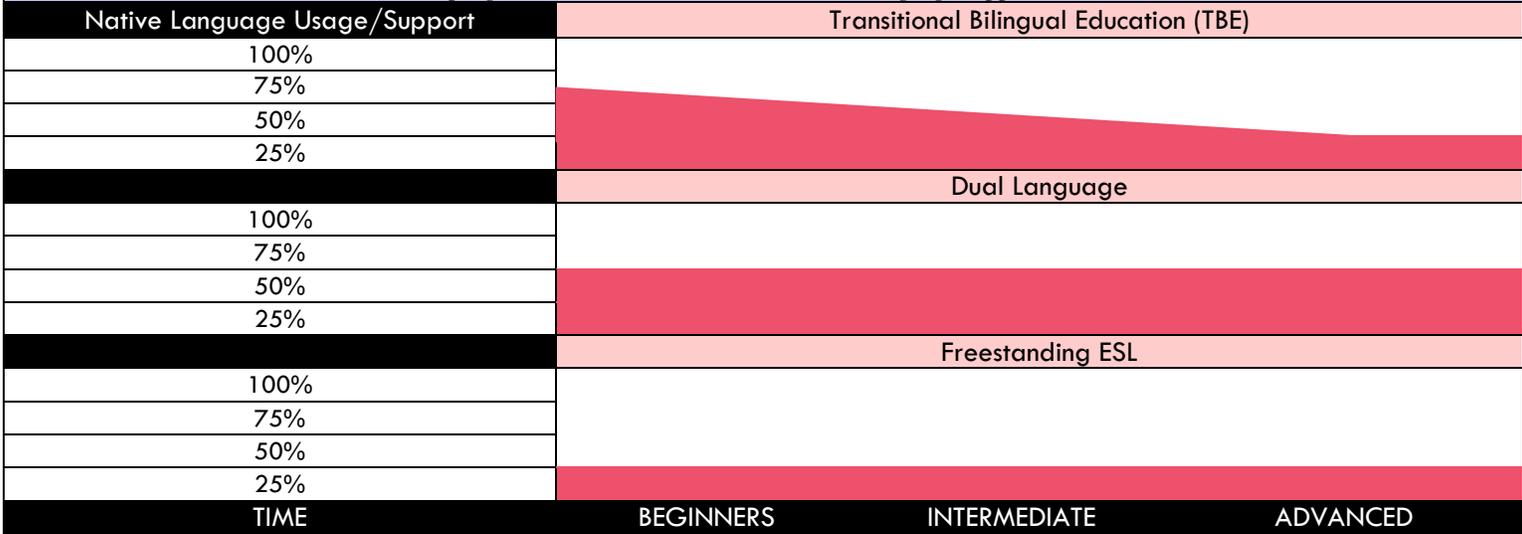
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
- AIS is offered to ELLs who are reading below grade level or need intervention. In Literacy AIS, students work in a small group (not larger than 4:1) on phonics, phonemic awareness, sight words, and comprehension skills. Speech is also offered in our school. Speech/language therapy may be recommended for a student with a communication problem, including problems of language comprehension and expressive language which adversely affect school performance. During the literacy block in every class, the teacher facilitates small guided reading groups. Students also work in small guided reading groups during Extended Day. We provide Math AIS, if needed. Students would be pulled out in small groups to work on math basics and anything grade-appropriate that needs to be addressed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is much more effective than the ESL program we used previously. The 2013 NYSESLAT results reveal that 22 of the 33 ELL students who received services via the freestanding ESL program throughout the 2012-2013 school year scored at least one proficiency level higher than the previous year (or one or two levels higher than their LAB-R score from the beginning of the year), including two students who scored proficient. At the beginning of the 2012 school year, after receiving only pull-out ESL services, there was only one ELL who had scored advanced on the 2012 NYSESLAT at PS 677K, and zero ELLs who had scored proficient on the 2012 NYSESLAT. At the beginning of the 2013 school year, after receiving a combination of pull-out and push-in ESL services, (after the 2013 NYSESLAT) 13 students are now advanced and 2 ELLs are now proficient.
- Now that the ESL teacher pushes into content area lessons, ELLs are being supported in all areas of instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- Hopefully, next year all of the ESL students on each grade will be placed in the same classroom. One Kindergarten class with all of the ELLs, one 1st grade class with all of the ELLs, etc.) That will facilitate our push-in program. Moreover, a bilingual teacher in that classroom would benefit both the ELLs and the native English speakers.
12. What programs/services for ELLs will be discontinued and why?
- Currently, no programs/services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are included in all after school activities. ELLs are invited to our extended day program for an additional 100 minutes of literacy instruction. During Extended Day, ELLs work in small guided reading groups to improve their comprehension. Newcomers to the country work with the ESL teacher to gain basic communication skills and basic vocabulary. The Theater Troupe is open to all third through fifth grade students, and ELLs are welcome to participate. ELLs also participate in the Guitar Club, in which they learn how to play the guitar.
- Our ELLs are invited to all school events. We ensure that all school correspondence is distributed in English as well as the Home languages of our families. We would like to extend to our scholars the opportunity to participate in any afterschool club of their choice.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Grammar software for the SmartBoard and iPads are used in classes. Manipulatives are used in math and science classes. Videos are used in all content areas. The literacy program Moving into English is used with ELLs when they are pulled out. Most of our classrooms have Smartboards. Our educators use their smartboards to enhance the learning experience of ELLs. Words, pictures, and videos are displayed to help ELL students understand the academic language that is being used to teach the lesson. Educators also use charts, and sentence strips to display pertinent information and post them for easy reference.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our only program, ESL, native language support is delivered in a variety of ways. Some ELLs have a bilingual teacher. All ELLs, especially our newcomers to the country, are paired up with a bilingual student who can act as their guide through each lesson. If

the class is an ungraded group of mixed grade levels, the older ELLs may help the younger ELLs with both language and content. Each classroom has a section in their libraries for books in languages other than English. Exams in content areas other than ELA are translated for ELLs. ELLs in grades 3 through 5 have access to the NYS bilingual glossaries.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
Currently all required services support and correspond to ELLs' ages and grade levels in our school. All resources used to teach our ELLs are common core aligned and age and grade-appropriate, yet leveled for our various English proficiency levels.
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.
We invite all families to our family orientation. This orientation serves as an opportunity for families to engage with key members of our school community (classroom and out of classroom teachers, administrators, PTA members, etc.), to present relevant information about our school policy's, mission, vision, curriculum, and discipline code.
18. What language electives are offered to ELLs?
N/A
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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.
 1. Our network offers various professional development sessions for our ELL providers. When a pertinent session is offered, the ESL teacher attends. The ELL Coordinator turnkeys information during bi-weekly meetings scheduled with the AP. The ELL Coordinator will use designated inquiry times to turnkey pertinent information to the guidance counselors, common branch teachers, IEP teachers, secretaries, and special education teachers. When the OELL offers a PD for any of these specific groups, the ELL Coordinator will notify them. Otherwise, the ELL Coordinator will provide PD to the entire staff at least once a month during inquiry time.
 2. The ESL teacher has attended several different professional development sessions, including but not limited to sessions about co-teaching (push-in), improving ELL achievement through CCSS-aligned instruction, close reading, text-dependent questions, BESIS training, literacy, keeping up with compliance, and how to administer the NYSESLAT. Most of these PDs teach us strategies for delivering high quality instruction that is aligned with the CCSS. Some sessions work on high quality oral language, some sessions work on delivering high quality vocabulary instruction, and others target writing issues, all aligned with the CCSS.
 3. There is a continuous conversation between the ESL teacher and the rest of the staff. Data is shared between classroom teachers and the ESL teacher. The ESL teacher introduces strategies and techniques to the rest of the staff on a regular basis. The ELL Coordinator researches schools alongside students in 5th grade who are preparing to transition to middle school. The ELL Coordinator contacts prospective schools on behalf of the 5th grade ELLs to find out the services and programs provided that will help them to maintain and excel in English language proficiency, ELA, Math, and all other content areas. The ELL Coordinator will share this information with the school's guidance counselor. The ELL Coordinator will partner with the school's guidance counselor during senior meetings to reach out and connect with ELL families and to answer questions they may have.
 4. The ESL Coordinator, Mr. Taruskin, provides ELL training for the staff, turnkeying best instructional practices he uses and has learned at various professional development sessions. PD sessions provided include, but are not limited to, Word Tiers, Linear Arrays (teaching vocabulary), Differentiating Instruction, and Demystifying Figurative Language. These priorities will help us meet the instructional needs of our ELL population. These sessions are usually provided on select Wednesday afternoons in staff meetings/inquiry time throughout the year. The goal is always to provide our educators with strategies they can walk away with and implement by the session's end. Attendance sheets and agendas for each PD are placed in the ESL Records Binder. The hours are recorded on a cover sheet and kept in the Records Binder.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We work closely with our families to help them choose a school that best fits the needs of their child who receives ELL services. We provide our families with information about specific schools that have a strong, successful ELL program. We send letters home in both English and their home language to inform families about Middle School Choice Fairs at these schools as well. Seventy percent of our families attend our annual family orientation and Back to School night. We provide multiple sessions of our ELL Parent Orientation as well. Our families also attend events such as our Winter Expo, Breaking Down the Levels (Informative Session on Literacy Levels), and Math Night. Translators are always on hand to keep our ELL families involved.
 2. We currently do not partner with any other agencies or Community Based Organizations to provide workshops or services to ELL parents.
 3. We evaluate the needs of our parents through PTA meetings, a monthly parent event sponsored by our school administration and the PTA called First Fridays with Families, and parent surveys. In the survey, we ask families to provide feedback around the programs they would like to see, curriculum, etc. We have a parent coordinator who specialized in increasing parental involvement in the school by working closely with all school staff, parents, and community members. The parent coordinator serves as a facilitator for parent and school community concerns and issues. She also conducts outreach to engage parents in their children's education. She organizes events and also assists in transitional housing among other responsibilities.
 4. In order to ensure that our parental involvement activities meet the needs of ESL families, we have a translator in attendance who can relay the information or their concerns to our staff.

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.

Part VI: LAP Assurances

School Name: East NY Elem. School of Excel.

School DBN: 19K677

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judy Touzin	Principal		12/2/13
Jubilee Mosley	Assistant Principal		12/2/13
Reese Napper-Williams	Parent Coordinator		12/2/13
Jason Taruskin	ESL Teacher		12/2/13
	Parent		
Ivy Krawczyk	Teacher/Subject Area		12/2/13
Christina Birch	Teacher/Subject Area		12/2/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Aracelia Cook	Other <u>Pupil Accounting Sec</u>		12/2/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K677 School Name: East NY Elem. School of Excellence

Cluster: 94CL06 Network: 94N606

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.

ELLs make up 7.38% of our student population, but the percentage of students with a home language other than English is much larger: 21%. The second largest language group is Spanish. We also have some Bengali speakers and one Chinese. A language survey is filled out by parents when their child is enrolled. The parents choose which language they want the school to communicate with them in. Notices, progress reports, report cards, and other correspondence is sent home in the child's home language as well as English.

East New York Elementary School of Excellence has:

- 6 Bengali families who need written and oral interpretation
- 1 Chinese family who needs written and oral interpretation
- 76 Spanish families who need written and oral interpretation

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.

One fifth of the student population requires translation services, both written and oral.

East New York Elementary School of Excellence has:

- 6 Bengali families who need written and oral interpretation
- 1 Chinese family who needs written and oral interpretation
- 76 Spanish families who need written and oral interpretation

The findings have been reported to the school community orally.

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.

Written translation services will be provided in-house by school staff. If this is not possible, the services will be provided by an outside vendor in a timely manner. Depending on the time frame allotted, translation services will be provided in house or by outside vendors. Notices, progress reports, report cards, etc. will be translated into the students' home languages.

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 translation services will be provided in-house by school staff. Translators will be provided at all family conferences and school events.

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>.

All parental notification will be translated and interpreted into the home languages represented at the school. All new admits will receive a language survey to choose the language of correspondence. All signs, notices, and conversations will be translated.

Section VII of Chancellor's Regulations A-663 and how we provide these services:

A. Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

These documents are distributed in English, Spanish, Bengali, and Chinese at the parent orientation held at the beginning of the school year.

B. Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

This sign is posted near the primary entrance to ENYSE in the most prominent covered languages.

C. Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

This is a part of our safety plan. All parents have equal access to all information and administrative offices, regardless of language.

D. Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

We do not have over 10% Non-English speakers at the present time, but when we do, we will carry out this requirement.

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access

such services.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>ENY Elem School of Excellence</u>	DBN: <u>19K677</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 1

of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: After school: We will offer an after school program entitled "ESL Through Video Production" which will be taught by our certified ESL teacher and our art teacher. This program will be open to 8 students at a time, grades two through five, and will change rosters every 8 weeks. We will invite 4 advanced ELLs and 4 beginning ELLs every eight weeks. The students will use video cameras, tripods, dollies, lighting equipment, green screens, Mac computers, and iMovie to produce these shorts. The ESL students will learn how to plan, write, shoot, and edit short movies, all the while practicing and improving their English. The shorts will be written in English and performed in English. The treatments for the short films will resemble the descriptive paragraphs. After the treatment is complete, the script will be written. This will give our advanced students an opportunity to improve their writing skills in a fun, unique way. Based on NYSESLAT scores, writing give our advanced ELLs the most difficulty. Many of our beginning ELLs cannot yet communicate with others in English. They lack oral skills. Our beginning ELLs, including newcomers, will perform in the shorts. We will produce cue cards that our actors can read in our movies. After we shoot or edit for the day, students will either use Rosetta Stone on computers or read bilingual books. Licenses for the computer program Rosetta Stone K-12 will be purchased. Rosetta Stone K-12 can be used by the newcomers to the United States who need to acquire BICS. At PS 677K, there are 13 ELLs who have just arrived to the United States who need basic communication skills. Besides these newcomers, there are close to 20 other ELLs at ENYESE who have been in the United States for less than 1 to 2 years. These students are scattered across all grade levels. Rosetta Stone is also designed to help more advanced ELLs to acquire academic language (CALP) and to use more complex grammatical structures. This computer program integrates speaking, listening, reading, and writing for all skill levels. The certified ESL teacher will guide the students through the program and teach minilessons based on the content they are working on individually. We will use the language acquired through Rosetta Stone in our scripts. Students will be able to continue learning when they return home by using their username and password for the program online. Furthermore, Spanish and bilingual books will also be purchased for this after school program. Those newcomers who are not on computers will read independently in English or their native language (or the certified ESL teacher will read aloud a bilingual book in both Spanish and English). Literacy in any language must be fostered, and the tools they use to read in Spanish can be transferred over to their literacy in English. Students will be able to bring books home to continue reading with their families. The supervisor on site for this program, the principal, will not be paid through Title III.

Wednesdays and Thursdays, 2:20pm-3:50pm, Grades 2-5

24 students (8 every eight weeks)

24 weeks, from November to June

2 teachers: certified ESL teacher and art teacher

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here: In the Spring of 2015, the certified ESL teacher will register for a PD series entitled "Brain Research: Keeping ELLs in Mind," which is being offered by the DELLSS. This PD series will meet on five dates. The certified ESL teacher will then turn-key the information to his non-ESL certified colleagues during biweekly meetings. These biweekly meetings are conducted to coach non-ESL certified educators in ESL strategies. In the 2015-2016 school year, the certified ESL teacher will sign up to attend PD sessions offered by the DELLSS or the network CFN 606. The ESL teacher is already registered to attend "Constructing Deep Understandings with ELLs through Collaborative Academic Conversations," which is being offered by the network. The certified ESL teacher will attend this series on three dates: November 21st, December 19th, and January 23rd.

Schedule (each classroom teacher has the largest concentration of ELLs in the grade):

the first grade teacher with the largest concentration of ELLs in the grade: 1st and 3rd Wednesdays from 9:50-10:15am

the second grade teacher with the largest concentration of ELLs in the grade: 1st and 3rd Mondays from 9:30-9:45am

the third grade teacher with the largest concentration of ELLs in the grade: 1st and 3rd Fridays from 12:25-12:45pm

the fourth grade teacher with the largest concentration of ELLs in the grade: 1st and 3rd Tuesdays from 2:30-2:50pm

Meetings will take place the weeks of:

November 17, with each educator listed above, topic: how to use the NYSESLAT scores to inform your lessons and differentiate for ELLs, facilitator: the certified ESL teacher

December 1, with each educator listed above, topic: facilitating English conversations between beginning ELLs, facilitator: the certified ESL teacher

December 15, with each educator listed above, topic: breaking down math word problems for ELLs, facilitator: the certified ESL teacher

January 5, with each educator listed above, topic: differentiating for different learning styles/modalities (visuals, gestures, color coating, manipulatives), facilitator: the certified ESL teacher

January 19, with each educator listed above, topic: introducing and teaching vocabulary, facilitator: the certified ESL teacher

February 2, with each educator listed above, topic: mid-year reflection, facilitator: the certified ESL teacher

Part C: Professional Development

March 2, with each educator listed above, topic: scaffolding writing for ELLs, facilitator: the certified ESL teacher

March 16, with each educator listed above, topic: count/noncount nouns, facilitator: the certified ESL teacher

March 30, with each educator listed above, topic: testing strategies for ELLs / using bilingual dictionaries/glossaries, facilitator: the certified ESL teacher

April 20, with each educator listed above, topic: NYSESLAT schedule and format, facilitator: the certified ESL teacher

May 4, with each educator listed above, topic: subject-verb agreement, facilitator: the certified ESL teacher

May 18, with each educator listed above, topic: verb tense, facilitator: the certified ESL teacher

June 1, with each educator listed above, topic: plural nouns vs. possessive nouns, facilitator: the certified ESL teacher

June 15, with each educator listed above, topic: reflection, facilitator: the certified ESL teacher

Part D: Parental Engagement Activities

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

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

Begin description here: After school: When our after school students return home, they can log onto Rosetta Stone online and continue to learn with their entire family. Parents of ELLs often do not speak English as well, and they will benefit from working with their children. Levels may be repeated in Rosetta Stone, and a parent may want to start from the very beginning. By learning English, parents will be modeling for their children. Moreover, they will be better equipped to help their children with their schoolwork.

Every Wednesday and Thursday at 3:35pm, parents will return home with their child and will use Rosetta Stone together for a minimum of 30 minutes. Parents and their children are also welcome to use the program at any other time they wish.

In addition, throughout the year our school holds workshops for families. For example, Family Math Night just took place in October 2015. Parents come with their children to participate together. Parents who do not speak English will be able to participate because there will be specific rooms designated for their language group. A facilitator will work with them in their home language so that they can be involved in their children's education.

Parents of ELLs will be invited to participate in a Title III orientation, which will introduce them to the activities their children will partake in during the Title III after school program. This orientation will be provided on Tuesday, November 25, 2014 from 2:30-3:00pm (no Title III money must be used for this event). This event will be facilitated by the certified ESL teacher.

The parents of ELLs that are participating in the Title III after school program will be invited to a Rosetta Stone orientation on Tuesday, December 9th, 2014 from 2:30-3:00pm. During this orientation, the parents will learn how to access and use the program with their children at home.

Parents of ELLs will also be invited to participate in NYSESLAT Night, taking place on Tuesday, March

Part D: Parental Engagement Activities

24th, 2015 from 2:30-300pm (no Title III money must be used for this event). During NYSESLAT Night, parents and their children will learn more about the test that is quickly approaching. This event will be facilitated by the certified ESL teacher.

Part E: Budget

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

Allocation Amount: \$ _____

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