



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**28Q080**

**School Name:**

**THURGOOD MARSHALL MAGNET SCHOOL OF MULTIMEDIA AND  
COMMUNICATION**

**Principal:**

**MS. KERSANDRA M. COX**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Thurgood Marshall Magnet School School Number (DBN): 28Q080  
School Level: Elementary Grades Served: PK-5  
School Address: 171-05 137<sup>th</sup> Avenue, Jamaica, New York 11434  
Phone Number: (718)528-7070 Fax: (718)949-0963  
School Contact Person: Bernadette Locust Email Address: blocust@schools.nyc.gov  
Principal: Kersandra M. Cox  
UFT Chapter Leader: SageraMaat El  
Parents' Association President: Monica Mathelier/Alana Simmons  
School Leadership Team  
Chairperson: Celena Hancock  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 28 Superintendent: Mabel Muniz-Sarduy  
Superintendent's Office Address: 90-27 Sutphin Blvd. Room 242, Jamaica, NY 11435  
Superintendent's Email Address: msarduy@schools.nyc.gov  
Phone Number: (718)557-2618 Fax: (718)557-2623

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 207 Network Leader: Felice Lepore

## 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)
Kersandra M. Cox	*Principal or Designee	
SaqeraMaat El	*UFT Chapter Leader or Designee	
Monica Mathelier/Alana Simmons	*PA/PTA President or Designated Co-President	
Angelina Randolph	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shavone Jackson	Member/ Parent	
William Gardenhire	Member/ Parent	
Lela Banks	Member/ Parent	
Deanett Watson	Title 1 Representative	
Kimi Adamson	Member/ Para-Educator	
Alysen Bondy	Member/Teacher	
Bernadette Locust	Member/Asst. Principal	
Celena Handcock	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.

<b>The Six Elements of the Capacity Framework</b>
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> 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</li> </ul>

administrators value each other.

## **Accountability Tools and the Capacity Framework**

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

### **NYSED's Six DTSDE Tenets**

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

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

### **NYCDOE's Quality Review (QR)**

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **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.

### *MISSION STATEMENT*

*The Mission of the Thurgood Marshall Magnet School Community is to educate, motivate, and challenge all scholars:*

*To become lifelong learners, risk takers, and problem solvers*

*To foster creative expression through literacy, music and the arts*

*To encourage the advancement in mathematical thinking and technology*

*To embrace the parent community as partners in education*

*To emphasize community involvement*

*The goal of the Thurgood Marshall Community is to empower each child with the social, intellectual, and critical skills that will enable them to reach their potential as adults in a global society.*

### *VISION STATEMENT*

Thurgood Marshall School will become a School of Excellence where all scholars, parents, and staff will work together to help our scholars exceed the standards in all academic areas.

### 2014-2015 School-wide Focus –Citywide Instructional Expectations Memo

PS 80 Q instructional focus is to engage our scholars in rigorous real world tasks utilizing the eight components of Problem Based Learning and Thinking Maps. Scholars will show evidence of deeper understanding of the content by engaging in partnerships, group, and class discussions. Upon completion of the discussion, scholars will produce a written product to reflect their new learning.

Creating Themed Curricula: Our Curriculum Design Team has developed themed curriculum overview maps for core subject ELA, STEM subjects, and Social studies based on the UBD framework. Each curriculum map provides an overview of each unit's overarching goals, concepts, essential questions, content, skills, methods of assessment, and lists of activities/resources. Using this method of purposeful planning, curriculum concepts and skills will be spiraled for deeper student understanding. For Project Year One our curriculum design team developed peer reviewed themed units of study that resulted in students receiving magnet theme instruction for at least 3 hours per week. Technology rich instruction was written into each curriculum unit. The Curriculum Design Team incorporated the pedagogical shifts required by the Common Core Standards. We plan to post Curriculum Maps on the District 28 Website so that all teachers, as well as parents, can have easy access.

STEM – STEM instruction is infused across the core content areas using a hands-on, inquiry based approach (i.e., engineering design model Ask, Imagine, Plan, Create, Improve) and is informed by the Next Generation Science Standards (NGSS). Students learn to think like STEM professionals in the way they approach problems and plan solutions. Students ask questions and define problems; develop and use models; plan and carry out investigations; analyze and interpret data; use mathematics and computational thinking; construct explanations and design solutions; engage in evidence-based argument; and obtain, evaluate, and communicate information. STEM integration is culturally relevant in that authentic investigations provide a bridge between what students do in their lives outside of school into their STEM schoolwork. STEM instruction is supported by Lego WeDo Robotics; New York Institute of

Technology (NYIT); Engineering is Elementary (EIE); and also is connected to literacy and social studies.

NYIT is offering professional development, guidance, and support for teachers in the areas of STEM, instructional technology, and 21<sup>st</sup> century skills. Teachers have engaged in professional learning through summer institutes, workshops throughout the year, and distance learning programs. NYIT will also place undergraduates majoring in STEM fields in schools to support teachers and mentor students.

Engineering is Elementary (EIE) will provide professional development to help educators enhance their understanding of engineering concepts including the engineering design process and inquiry-based learning. EIE workshops will be tailored to meet the needs of its particular audience and will include hands-on learning, modeling effective pedagogical strategies, group work, and reflection.

Activities to support STEM integration include: (1) Project Based Learning Institutes; (2) MSAP professional development; (3) working with classroom teachers on developing STEM tasks; (4) demonstration lessons, coaching, and mentoring from Magnet Resource Teachers; (5) LEGO WeDo Robotics Training.

Professional Learning Community (PLC): To further guide and support classroom teachers in STEM implementation in the classroom, we will create a Professional Learning Community (PLC) that will encourage teachers to think and learn about STEM curriculum practices that have direct applicability to their classrooms. Classroom teachers will learn about: (1) The new literacy, math, and science standards; (2) How to interpret STEM data for traditionally underrepresented groups of students (i.e. girls, minority students, ELLs, and disabled students); (3) How to differentiate STEM instruction to create learning opportunities for all students to ensure equal access to new STEM academic content; and (4) How to develop curriculum units aligned to the new standards.

Innovative Instructional Technology to foster student engagement, differentiated learning, and educational equity for all students: The purchase of Personal Learning Systems (Achieve 3000, MYON and IXL); equipment such as IPADS, laptop computer carts, document cameras; the upcoming creation of a school website and a District 28 Website to post magnet resources, upcoming events; an online grading system (Skedula) which allows teachers to post grades/assignments/notices, and create progress reports to foster parent communication and involvement. NYIT will work with teachers to infuse technology-rich projects and research into instruction, demonstrate the engineering design model, and work hand-in-hand with teachers and students in their classrooms. NYIT will also provide Professional Development Institutes for teachers.

Project Based Learning: Students learn core content material through Project Based Learning strategies that make connections to real-world content, incorporating technologies used by professionals, and using the engineering design model. The project's instructional approach has students defining problems, investigating potential solutions, and reading and writing about the influence of engineering, technology, and science on society and the natural world.

Activities to support Project Based Learning: MSAP District 28 Project Based Learning Institutes, MSAP D28 Professional Development working with classroom teachers on developing and implementing projects, Professional Learning Communities (PLCs).

Common Core State Standards (CCSS): To assist teachers in revising units to align with the Common Core's cognitive demands and its requirement for a greater focus on argument and discourse, our school has received ongoing Professional Development in the following competencies of Danielson's Framework: (1) Designing Coherent Instruction (focusing on the need for deliberate planning related to rigorous learning objectives, links with students' prior knowledge, and student engagement; and (2) Questioning and Discussion Techniques (which engage students in challenging their peers and critiquing others' reasoning). We have strengthened teachers' ability to "ramp up" the rigor of math and science instruction as they align to the Common Core Standards with NYC's math curriculum, *EnVision*.

Differentiated Learning: Our school uses technology in innovative ways that, by facilitating both student engagement and differentiated learning, fosters educational equity for all students. Our school provides students identified as having learning disabilities with mandated services, while differentiating instruction to help them achieve at the same

level as peers without disabilities. Teachers develop flexible curriculum goals, materials, methods, and assessments that meet the needs of diverse learners. Our school provides the supports and services (e.g., accommodations, assistive technology devices) that will enable them to meet the challenge “to excel within the general education curriculum based on the Common Core Standards.”

**Multicultural Education/Cultural Competence:** Professional development supports teachers in approaching STEM in the classroom and in other settings in ways that recognize and value the cultural heritage of minority students, see the connections in their lives and those of community members to STEM, and develop greater confidence in their ability to be successful in learning about STEM. Magnet teachers use culturally relevant instructional strategies, as well as effective classroom strategies with students from non-dominant racial and ethnic social groups, activities that are community-related, and role models and mentors of the same racial or ethnic background. Magnet Resource Specialists introduce staff to materials that help them become more culturally responsive and sensitive to the needs of ELLs. Teachers adapt their approaches to instruction and parent involvement to ensure the participation of traditionally underrepresented students and families. Multicultural education is not a separate curriculum implemented as an adjunct to instruction in the content areas. It is a perspective embraced by staff, students, and families that enrich the magnet program curricula, units, lessons, and all interactions between and among participants.

**Cooperative Learning:** Our school is committed to increase student interaction and recognize the ability to work cooperatively as essential preparation for many types of careers. Collaboration with peers from our school, around the city, and around the world will be an ongoing part of the projects’ online and blended learning, including project-based learning (PBL), and both game-based and online modules.

According to the State Review, the school made the most progress in DTSDE Tenet 2: School Leader Practices and Decisions. Specifically, SOP 2.4: The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

**The school has received a rating of *Effective* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observations and to track progress of teacher practices based on student data and feedback.

#### **Overall Finding:**

The school leader has a plan and a system in place to support teacher feedback and development through the use of the Danielson Framework, targeted teacher observations, inter-visitations, and the monitoring of teacher practices based on a consistent review of student data.

#### **Evidence/Information that Lead to this Finding:**

- The school leader has worked with her administrative team to provide support to teachers at various levels of development. The school leader and her team have divided the grade levels to supervise and have determined the level of professional learning required for each of their staff members. School leaders conduct formal and informal observations utilizing the Danielson Framework and they visit classrooms daily. The administrative team also conducts instructional rounds with their network four times per year.
- A review of documents demonstrates that the school leader provides detailed feedback on the formal observations including points of concern and concrete examples of strategies to use. She also collects the notes from the weekly grade level meetings and monthly from each team’s data binders. The school leader provides written feedback on these notes and materials. The school leader and her team also use “glows and grows” to provide feedback during their frequent classroom walkthroughs. Teachers reported that they receive a lot of feedback from walkthroughs conducted by school leaders and through weekly meetings.
- Coaches are in place to provide support to teachers during their common planning time and during the teacher focus group, teachers said this support was helpful. The coaches currently provide in-class support to five teachers. The third grade teacher team discussed that they visited each other’s classrooms to support each

other and to share instructional strategies.

- The school leader and teachers confirmed that the outcomes of observations are used in to shape PD opportunities and activities.

**Impact Statement:**

The school leader has a system aligned to the district's APPR that holds staff accountable for student achievement.

## 28Q080 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	592	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		72.1%	% Attendance Rate	92.8%
% Free Lunch		73.6%	% Reduced Lunch	9.9%
% Limited English Proficient		1.3%	% Students with Disabilities	27.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.1%	% Black or African American	88.1%
% Hispanic or Latino		7.0%	% Asian or Native Hawaiian/Pacific Islander	1.8%
% White		0.7%	% Multi-Racial	1.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.25	# 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)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	8.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.1%	Mathematics Performance at levels 3 & 4	17.2%
Science Performance at levels 3 & 4 (4th Grade)		74.2%	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		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
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		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	I
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>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.</li> </ul>		
<p>According to the May 2014 State Review:</p> <ul style="list-style-type: none"> <li>The school is in the process of developing and using CCLS curriculum in some content areas but they have not adapted the materials to meet the needs of each sub group of students.</li> <li>Literacy and math materials were purchased to provide comprehensive, cohesive, and adaptive curricula that are aligned to CCLS and NYS standards. However, review team found limited evidence of plan to monitor the implementation of the curriculum in order to ensure a consistent approach toward meeting student needs.</li> <li>The school began a curriculum mapping process in May 2013 with teacher representatives from each grade. While this mapping is ongoing, not all teachers are currently involved in this process. The school is using two main curricula programs, Ready Gen, which is aligned to the CCLS, and Envision that is being adapted to align to the CCLS. In addition, the school is currently reviewing science materials.</li> <li>The school leader shared that she encourages teachers to use the Engage NY resources.</li> <li>The majority of teachers use a lesson-planning format that includes sections for the CCLS and student groupings based on data. Classroom visits by the ITT revealed that learning activities were informed by lesson plans, but that there was limited evidence of differentiated instruction based on data.</li> <li>Staff is engaged in different learning opportunities to support CCLS implementation such as a summer institute for math teachers, a winter institute on an inquiry approach to learning and Understanding by Design (UBD), a spring institute on STEM, and ongoing training offered by the Ready Gen Program and Thinking Maps.</li> </ul>		

- Staff is also encouraged to visit other teachers' classes.

The curricula used do not consistently meet the needs of all students, which hinder academic success.

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Accelerate the efforts to develop and adopt CCLS aligned curricula in all subjects. Monitor the quality of curriculum planning and implementation to ensure consistent practice across classrooms.

### **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.

In order to ensure access to a robust curriculum that incorporates the CCLS instructional shifts, we will provide students strategically targeted instruction with multiple entry points in rigorous tasks, thereby resulting in improved student outcomes in literacy as measured by a 35% increase in the number of students in grades 3-5 meeting or exceeding proficiency levels (37 to 92) on the New York State English Arts exam administered in April 2015.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
School will implement a Scholars Afterschool Academy targeting student in grades 2-5 designed to improve reading and writing levels – particularly in nonfiction	Grs. 2-5 Students	Dec. 2015- June 2015	K. Cox/ M.Lockwood
School will extend the Scholars Academy to include Saturdays as an enrichment experience with a focus on STEAM; Engineering is Elementary curriculum will be used	Grs. K-5 Students	Jan. 2015- June 2015	K. Cox/B. Locust
Teacher Teams will collaboratively analyze and use ELA MoSL data in order to adjust instruction based on the needs of individual and groups of students; interim reports sent to parents	Grs. K-5 Teachers	Sept. 2014- June 2015	Administration/Team Leaders
Students will utilize the Myon Internet site at home and in school; parents will receive workshops in order to best use the site with their children	Grs. K-5	Nov. 2014- June 2015	Technology Coach

### **Part 4 – Resources Needed**

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

Afterschool Academy: 1 Supervisor, 15 teachers, 3 para professionals, school aide, curriculum, teacher and student supplies, afterschool snack, parental outreach

Saturday Academy: 1 Supervisor, 12 teachers, 2 para professionals, school aide, curriculum, teacher and student supplies, breakfast and lunch, parental outreach

Teacher Team Inquiry: teacher involvement, professional development and resources, instructional coaches, mentors, teacher supplies and copies of student documents when requested.  
 MyOn Internet Site: Teacher training, Instructional Coaches, computers

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

The school received focus funds that were utilized for our afterschool program. Our Full STEAM Ahead Saturday Academy is funded by Magnet Funds. Our school has a Technology Coach, Magnet Specialist, and STEAM Coordinator that are funded by Magnet.

**Part 6 – Progress Monitoring**

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

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

The students will take a benchmark ELA exam in February with expected outcome of 17% of targeted students meeting proficiency. The results of the assessment will be analyzed and students’ data will be used to determine AIS and intervention services.

**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 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.	I
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	I
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.

According to the May 2014 State Review:

The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

The school does not consistently implement a program aligned to a vision for student social and emotional developmental health.

- In response to significant behavior issues in classrooms, the school adopted the Conscious Classroom Management (CCM) program. A team attended a summer workshop and a CCM team was then established. CCM supports teachers and students in monitoring student behavior. To complement this program, the school adopted DOJO to reward positive student behavior. DOJO is an electronic system that notifies parents through email when a student receives a point for positive behavior or loses a point for not self-monitoring. The school leader has articulated the goal of student empowerment through the expectation that students recite the “I am somebody” speech daily. However, the review team found that teachers are not consistently using the programs to meet the needs of students across the school.
- Staff interviews and a review of documents demonstrated that there are limited opportunities for PD that would help equip staff with the skills to meet the needs of all students.

The inconsistent use of programs aligned to a vision for student social and emotional developmental health hinders student success. In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric,

the school should:

- Ensure that programs for teaching social and emotional developmental health are implemented and ensure that PD is provided so that staff can meet the needs of students.

**Part 2 – Annual Goal**

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

In order to improve the school’s approach to culture-building, discipline and social-emotional support so that it is informed by a theory of action and results in a safe environment and inclusive culture that supports progress toward the school’s goals, we will meaningfully involve teacher, parent and student voice in decision-making to initiate, guide and lead school improvement efforts so that by June 2015 we will meet the citywide satisfaction average of 81% - with an increase of 11% in the School Culture section of the NYC School Survey.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Meet with School Leadership Team/Parent Teacher Association in order to discuss and implement initiatives designed to improve the school culture; SLT will develop workshops for parents/families	Families	Sept. 2014- June 2015	Celena Hancock Monica Mathelier Alana Simmons
The school will create a Reflection Room filled with books, journals, etc. where children can go if they need a break for a few minutes before returning to the classroom for instruction; Lunch Room Administration Groups will be headed by school leaders during the lunch periods designed for students who have difficulty in the large lunchroom setting; students have the opportunity to utilize the various online instructional programs available in the school (MyOn, IXL, etd.	All Grades	Nov. 2014- June 2015	School Assessment Team/ Guidance/ Administration
We will conduct Awards Assemblies to celebrate attendance improvements, academic achievement, citizenship; parents are invited; names displayed in hallways	All Grades	Oct. 2014- June 2015	Parent Coordinator, Valerie Byrd/ Guidance
The Guidance Counselor and School Assessment Team will provide intervention for at-risk students and those with negative DOJO points; we will create a behavior point person who will take the lead on tracking the progress of targeted students	All Grades	Sept. 2014- June 2015	School Assessment Team/ Guidance

**Part 4 – Resources Needed**

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

School Leadership Team/ Parent Teacher Association: SLT and PTA members, Supplies, Workshops, Parent Volunteers, ID cards and vests and parent coordinator

Reflection Room/ Lunch Room Administration Groups: School Assessment Team Staff, Guidance Counselor, Administrative Staff, Teachers, Instructional Coaches, Computers, Arts Therapy Supplies, Writing supplies  
 Awards Assemblies: Parent Coordinator, Guidance Counselor, Teachers, students, award certificates, award pencils, Bookmarks, Pins, parental outreach, school messenger, Flyers  
 Guidance/ School Assessment Team Intervention: Response to Intervention parental outreach, parental outreach for referrals and social work, guidance counselor parental outreach and meetings

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<p>Students, parents and teachers will complete a survey in January to assess the response to the questions on the School Culture Section of the NYC School Survey. The survey results will be analyzed to determine any areas that have not met the 81% satisfaction rate.</p>				
<p><b>Part 6b.</b> Complete in <b>February 2015</b>.</p>				
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.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

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

According to the May 2014 State Review:

Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Teachers do not consistently provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students. Evidence/Information that Lead to this Finding:

- The lesson plan framework has a specific component for CCLS alignment and classroom visits provided evidence that some teachers were implementing instruction based on their lesson plans. While teachers asked questions in most classrooms, higher-order questioning was evident in only a few classrooms.
- Classroom visits demonstrated that some teachers are attempting to facilitate student discussion and engagement; however, in many classes, teachers provided students with little opportunity for extended thinking and there was limited evidence of differentiated instruction to allow for multiple points of entry.
- A review of lesson plans and classroom visits demonstrated that not all teachers are using challenging instructional materials with high levels of text and content complexity. In some classrooms, the learning materials were low level and did not promote discussion or dialog.

Instructional practices do not consistently lead to high levels of student engagement and this hinders student academic achievement. In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Emphasize extended student discussions and writing across content areas; emphasize and implement

opportunities for all students to benefit from higher-order questioning and thought provoking learning materials.

**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.

In order to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, 90% of teachers and teacher teams will collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and create opportunities that challenge students to perform at higher levels of learning so that by June 2015 60% of students improve by a minimum of one (1) level in Trait 1 (Focus) as measured by the New York City Performance Task in writing.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Collaborative Teacher Teams will use an inquiry approach and the work from Driven by Data, along with protocols, to analyze student work and identify next steps for instruction; parents will receive progress reports at regular intervals during the year so that they are aware of their child’s progress	K-5 Students	Sept. 2014- June 2015	Teacher Team Leaders/ Administration
Data Driven Professional Learning Communities will be created in order to vertically track the progress of students across grades	K-5 Teachers	Sept. 2014- June 2015	Administration All teachers
STEAM/Problem Based Learning will be utilized to enrich the curriculum for students and improve critical thinking skills, problem solving and discourse; teams will analyze the data from participating students to determine impact on daily work	K-5 Students	Sept. 2014- June 2015	All coaches All teachers
Thinking Maps/Depth of knowledge will be utilized by all teachers during regular instruction	K-5 Students	Sept. 2014- June 2015	All teachers

**Part 4 – Resources Needed**

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

Professional literature, outside partnerships and agency supports, Professional development opportunities, Systems to collect and store data: Class Dojo and Skedula.  
 NESBE, NewYork Historical Society, Buck Institute, Engineering is Elementary, Hall of Science, Instructional coaches, Thinking Maps, Bric, Community Works, Rochdale Youth Planning Council, In-service learning, NY institute of Technology

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

**Part 6 – Progress Monitoring**

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

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

Students will take a February Performance task in writing to determine progress towards meeting the 60% of students improvement in trait 1. Based on the analysis of the data collected AIS will be offered to students who are in need.

**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.

According to the May 2014 State Review:

The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observations and to track progress of teacher practices based on student data and feedback. Overall Finding:  
The school leader has a plan and a system in place to support teacher feedback and development through the use of the Danielson Framework, targeted teacher observations, inter-visitations, and the monitoring of teacher practices based on a consistent review of student data.

Evidence/Information that Lead to this Finding:

- The school leader has worked with her administrative team to provide support to teachers at various levels of development. The school leader and her team have divided the grade levels to supervise and have determined the level of professional learning required for each of their staff members. School leaders conduct formal and informal observations utilizing the Danielson Framework and they visit classrooms daily. The administrative team also conducts instructional rounds with their network four times per year.
- A review of documents demonstrates that the school leader provides detailed feedback on the formal observations including points of concern and concrete examples of strategies to use. She also collects the notes from the weekly grade level meetings and monthly from each team’s data binders. The school leader provides

written feedback on these notes and materials. The school leader and her team also use “glows and grows” to provide feedback during their frequent classroom walkthroughs. Teachers reported that they receive a lot of feedback from walkthroughs conducted by school leaders and through weekly meetings.

- Coaches are in place to provide support to teachers during their common planning time and during the teacher focus group, teachers said this support was helpful. The coaches currently provide in-class support to five teachers. The third grade teacher team discussed that they visited each other’s classrooms to support each other and to share instructional strategies.
- The school leader and teachers confirmed that the outcomes of observations are used in to shape PD opportunities and activities.

**Impact Statement:**

- The school leader has a system aligned to the district’s APPR that holds staff accountable for student achievement.

**Part 2 – Annual Goal**

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

Provide targeted and differentiated professional development based on feedback from teacher observations that will elevate teacher practice so that by June 2015, 60% of teachers will see an increase of one (1) level of performance in Danielson components 1e (Designing Coherent Instruction) and 3d (Using Assessment in Instruction) as measured by final ratings in the Advance system.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development Team/PLC: Professional Development team was incorporated to meet and develop and calendar professional development workshops for each Monday during professional development time which aligns to Danielson and teaching practices. The Professional Development Committee met weekly to develop a focus for our PLCs.</p>	<p>All teachers/ paraprofessional</p>	<p>Sept.2014- June 2015</p>	<p>Administration/ All teachers</p>
<p>Teachers will be professional literature and access to online resources based on needs identified during observations and feedback conversations</p>	<p>All teachers</p>	<p>Sept. 2014- June 2015</p>	<p>Administration/ All teachers</p>
<p>Outside organizations and partnerships/Mentors, Coaches and Teacher Leaders will be assigned to new and early career teachers, as well as teachers who are struggling to meet effective criteria</p>	<p>All teachers, coaches and administration</p>	<p>Sept. 2014- June 2015</p>	<p>CFN, NYIT, NSBE, Community works,</p>

We will implement and intervisitation structure where effective teachers will host their colleagues to observe an aspect of their practice identified as a need for the visiting teacher	All teachers	Sept. 2014- June 2015	Administration All Teachers
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**Part 4 – Resources Needed**

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

TeachBoost System, NESBE, New York Historical Society, Buck Institute, Engineering is Elementary, Hall of Science, Instructional coaches, Padeia, Illustrative Mathematics, Thinking Maps, Bric, Community Works, Rochdale Youth Planning Council, , DOK Wheel, Skedula, Classroom Dojo, In-service learning, NY institute of Technology, supplies for teachers and students. Substitute teacher to allow for intervisitations, observations and debriefing. Support staff, teachers, para professionals, administrative staff, CFN, UFT

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

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**Part 6 – Progress Monitoring**

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

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

Review the Advance network report on teacher progress in 1E and 3D from month to month. Based on the results of the reports determine what additional PDs and class visitation will be offered to specific teachers.

**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 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.

<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	I
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.

According to the May 2014 State Review:

The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement

Overall Finding:

- The school does not consistently ensure communication with families fosters high expectations for student academic achievement. Evidence/Information that Lead to this Finding:
- The school has implemented multiple strategies to communicate academic expectations with parents, such as career/college and awesome bulletin boards highlighting great work around the school. The support staff hosts professional career assemblies and a women and careers assembly was held at the time of the visit. The school leader shared that the school has an open door policy, and parents are invited to community conversations with school leaders where parents are introduced to the strategies being used in the classroom to support student learning. However, discussions with parents demonstrated that not all families were clear on the school’s expectations for student academic achievement.
- All stakeholders articulated that there were several efforts to generate greater parent involvement, but stated that these efforts had not yielded increased participation. The review team found limited evidence of how the school is evaluating its communication with parents to ensure success.

Impact Statement:

The inconsistent communication between the home and school on student academic expectations limits student success.

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Enlist the ideas of all parents how to improve the relationship between the schools and home. Prioritize and act on these suggestions to build trust that can lead to collaborative plans to support student achievement.

### Part 2 – Annual Goal

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

In order to collaborate with families as full partners in the learning and development of their children we will increase the amount of information sent home to families in native languages by 80% so that by June 2015 there will be a 2% increase in parents responding Agree/Strongly Agree to the prompt, "My child's school communicates with me in a language I can understand," on the New York City School Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Skedula/Dojo/City Translation Unit: Skedula is the online grading system used throughout the school that parents have access to communicate with teachers and view student progress. Outreach is logged into skedula and an email is sent to the family. Skedula outreach can be translated into various languages to improve communication with our families in their native language. Classroom DoJo is a positive behavioral system used school wide to promote communication between teacher and families. Families also have access to view student behavioral progress through this system and email teachers directly for updates and questions or schedule one on one meeting. The city translation unit will assistance in translating information and packets to numerous languages so families can be informed about what is going on in the building and all activities for families to participate in.	Parents	Sept. 2014- June 2015	Administration All teachers
On sight translators: On sight translators are available to assist our ELL families and American Sign Language families for them to communicate effectively with their classroom teacher and other support staff.	Parents Community	Sept. 2014- June 2015	Paraeducators Teachers
Classroom newspapers and websites: Classroom newspapers and websites are being integrated into classrooms across the building to promote more communication and interaction with our families. This availability allows our families to have updated information on	Parents Community	Sept. 2014- June 2015	Teachers

curriculum, events and progress for that class.			
Parent outreach: Parent outreach is being made through the school messenger, flyers, school calendar, and classroom websites: such as Weebly, Shutterfly, classroom dojo, Skedula; PTA, assemblies, calls home, support staff, direct contact, Tuesday Parent Outreach, parent teacher conferences, community conversations, SLT, parent workshops.	Parents Community	Sept. 2014- June 2015	Administration Parent Coordinator Magnet Coaches School Assessment Team Guidance All teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Development, ongoing professional development for Skedula, Supplies for parental outreach such as fliers, school messenger, workshops, permits, Teacher website pages available for parental updates. Awards assemblies and supplies to promote them

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
In January we will send home a survey question based on the NYC School Survey about parent communication in a language they can understand. Based on the results of the survey additional information will be collected on home languages and school communication.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	We use New York State ELA and Math Assessments, Running Records, MOSL Writing and Math Assessments as a measure for providing support services. Teacher observation and recommendations are also criteria for determining AIS services.	ReadyGen is used to provide AIS for our scholars. We utilized Leveled Literacy and Foundations for small group instructions. Our overall instruction is built on strategy and skill lessons utilizing the workshop model.	We have afterschool small group instruction for scholars in grades 2-5. Students in grades PK- 2 receive small group instruction from the push-in pull-out teacher and/ or para-educators. Teachers engage scholars in small group strategy and guided reading lessons. We have pull out and push in services. Scholars in grades 3-5 have a one-to-one match for technology and are provided with an opportunity to engage in target intervention on MYON.	We offer an afterschool program for scholars in grades 2-5. During the school day, teachers and Para educators provide AIS services. AIS Scholars in grades K-1 receive a double dose of Foundations.
<b>Mathematics</b>	We use New York State Math Assessments, Running Records, MOSL Math Assessments as a measure for providing support services. Teacher observation and recommendations are also criteria for determining AIS services.	Envisions are used to provide AIS for our students. We provide our students with an opportunity to engage in real word task. Students utilize manipulative and interactive peer discussion. Our overall instruction is built on strategy and skill lessons utilizing the workshop model.	We have afterschool small group instruction for students in grades 2-5. Students in grades PK- 2 receive small group instruction from the push-in pull-out teacher and/ or para-educators. Teachers engage scholars in small group strategy and guided lessons. We have pull out and	We offer an afterschool program for scholars in grades 2-5. During the school day, teachers and Para Educators provide AIS services.

			push in services. Scholars in grades 3-5 have a one –to- one match for technology and are provided with an opportunity to engage in target intervention on IXL.	
<b>Science</b>	We use New York State Assessments, Running Records, MOSL Math Assessments as a measure for providing support services. Teacher observation and recommendations are also criteria for determining AIS services.	Embedded in ELA and Mathematics Lessons. Engineering is Elementary is utilized in all grades. Skills and Strategy Lessons are utilized to reinforce key concepts. Also, teachers have created PBL units that have Science and Social Studies embedded into the units.	We have afterschool small group instruction for students in grades 2-5. Students in grades PK- 2 receive small group instruction from the push-in pull-out teacher and/ or para-educators. Teachers engage scholars in small group strategy and guided lessons. We have pull out and push in services. Scholars in grades 3-5 have a one –to- one match for technology and are provided with an opportunity to engage in target intervention utilizing technology.	We offer an afterschool program in the spring for scholars in grades 3 and 4 with a focus on Next Generation Science Standards. During the school day, teachers and Para Educators provide AIS services to support key concepts.
<b>Social Studies</b>	We use New York State Assessments, Running Records, and MOSL Assessments as a measure for providing support services. Teacher observation and recommendations are also criteria for determining AIS services.	Embedded in ELA and Mathematics Lessons. Skills and Strategy Lessons are utilized to reinforce key concepts. Also, teachers have created PBL units that have Science and Social Studies embedded into the units.	We have afterschool small group instruction for students in grades 2-5. Students in grades PK- 2 receive small group instruction from the push-in pull-out teacher and/ or Para-educators. Teachers engage scholars in small group strategy and guided lessons that have the Social Studies embedded into the PBL units, ELA, and Math units. We have pull out and push in services. Scholars in grades 3-5	During the school day, teachers and Para educators provide AIS services.

			have a one –to- one match for technology and are provided with an opportunity to engage in target intervention utilizing technology.	
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	We utilize Class Dojo, ILog, ORS, and teacher reports to determine AIS services.	Counselor follows the ASWCA standards and ASCA standards and practices providing students with real world situations and solutions. CASEL Wheel is utilized with all risk students. We engaged the scholars in Character Education. In addition, we utilize peer modeling to support our at-risk scholars.	Small groups, one to one, push in, pull out, and peer –peer mediation is utilized to deliver services to our at-risk students.	During the school day, scholars receive at risk services from the Guidance Counselor, School Psychologist, and Social Worker in the Reflection Room.

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The school works closely with the CFN HR point person in identification of highly effective qualified teachers. We attend the DOE hiring fairs, utilize the Open Market system and other DOE tools to gather resumes of prospective candidates. We ensure our hires have the proper credentials prior to interviewing. We request prospective teachers to bring a portfolio and be able to talk to it. We have also contacted the local colleges and universities for candidates to do their student teaching and then we have an impact on training and exposing them to the profession. We also support our paraprofessionals who are continuing their education to help them learn and become master teachers. Teachers with less than three years' experience are provided with a mentor. Our mentors are trained by the NYC DOE Mentor Program and New Teacher's Center with a focus on the 21<sup>st</sup> century skills. In addition, we provide training from Buck Institute, Paideia, Boston Children's Museum-EIE, and New York Historical Society to support our Magnet Theme.</p> <p>We support retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The administrative team works one to one with each teacher to identify areas of support, concern and next steps. A professional plan of action or discussion is in place to help the teachers grow professionally. Teachers have access to computers, laptops, Smartboards, tablets, supplies and online training from TEQ, Illustrative Mathematics, and New York Institute of Technology. We are committed to retaining our teachers, encouraging them to participate and developing a trust and love of teaching. We provide tenure information for our untenured teachers and help them to visit best practice classrooms and take back some strategies for success.</p>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All staff receives professional development that enables our students to meet Common Core Learning Standards. We employ the following strategies:</p> <ul style="list-style-type: none"> <li>• Provide mandated professional development on the Mondays and Tuesdays for teachers and paraprofessionals</li> <li>• Professional Development team plans and executes professional development on Mondays-they bring in professionals, present specific topics from a survey they provided to staff and assign webinars and videos for staff.</li> <li>• Provide focused Professional Development on the CCLS, PBL Instruction, and Writing across the Content so that we can become experts on those three items.</li> <li>• Professional Development is ongoing and we utilize the in-house PD as well as the Network resources</li> <li>• We provide teachers with quality materials, resources and support</li> </ul>

- The Administrative Team conducts walkthroughs and daily instructional rounds to look for strategies put into practice
- We are constantly monitoring, refining, assessing, and revising our professional practices to meet the needs of all the staff

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

We have an open house where the parents and students can come and take a tour of the building. The Kindergarten teachers speak about the expectations in Kindergarten and do a hands on workshop with the parents and incoming students. Our Magnet Specialists work with a Magnet 3 Recruitment Specialist to develop partnerships with the local day care centers. We conduct monthly open house. We also prepare a “Getting Ready for Kindergarten” packet that is given to our parents at registration with a few items they need to work on with their children.

**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.

Teacher teams meet regularly and make instructional decisions that impact the entire school community. Teachers have the leverage to make decisions about assessments in their grades and classes to measure student progress. We have a Data Instructional Team, Literacy Team, and Mathematics team that meet and discusses the results of the state assessments, reviews the various types of assessments that can be used to measure student learning and decides what the school will use as a measure. This team meets with the total staff body and discusses their decisions to make everyone aware of the focus grade, the type of assessment and how we need to improve instruction to improve results.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	258,645	X	13, 19, 25
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	113,066	X	13, 19, 25
Title II, Part A	Federal	35,408		
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,038,403	X	13, 19, 25

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Thurgood Marshall Magnet School of Multimedia and Communication – P.S. 80Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Thurgood Marshall Magnet School of Multimedia and Communication – P.S. 80Q** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC)**

**Thurgood Marshall Magnet School of Multimedia and Communication – P.S. 80Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>28</b>	Borough <b>Queens</b>	School Number <b>080</b>
School Name <b>Thurgood Marshall</b>		

### 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 <b>K. Cox</b>	Assistant Principal <b>B. Locust, M. Lockwood</b>
Coach	Coach
ESL Teacher <b>N. Lobanova</b>	Guidance Counselor <b>Ms. Christie</b>
Teacher/Subject Area <b>Ms. Jonston</b>	Parent
Teacher/Subject Area <b>K. Leudersdorff</b>	Parent Coordinator <b>Valarie Byrd</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team) <b>Danielle Guinta</b>	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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>567</b>	Total number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>1.23%</b>
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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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE	1	2		1	2	1								7
SELECT ONE														0
<b>Total</b>	1	2	0	1	2	1	0	0	0	0	0	0	0	7

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	

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	5	0	0	2	0	2					7

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		
<b>Total</b>	5	0	0	2	0	2	0	0	0	7
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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)					2	1								3
Intermediate(I)	1	1		1										3
Advanced (A)		1												1
Total	1	2	0	1	2	1	0	0	0	0	0	0	0	7

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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.  
Previous year's ECLASS data that was used at P.S. 80 to assess the students' reading ability, indicates that ELL students need support in acquiring phonemic awareness, reading and oral expression skills.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

ELL students' scores in the four modalities of the NYSESLAT (listening, speaking, reading and wrwriting) indicate a certain pattern across proficiency levels: reading and speaking scores are higher than listening and writing. Evaluation of state and local assessments in Math and Science tests indicate that students have difficulties in writing out explanations to describe the reasoning behind their answer choices.

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](#))

More focus will be given to reading comprehension skills, the terminology in content area, learning will be scaffolded based on knowledge mastered and moving toward more complex information and more focus will be given to writing with meaning and expressing oneself in a more coherent manner.

P.S. 80 does not have Title III program.

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?

Based on the results of the ELL periodic Assessments, teachers plan their lessons with ELL students in mind: they use differentiation and scaffolding startegies, as well as flexible grouping to accommodate needs of every ELL student in their class.

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](#).)

ELL students who are at-risk or academically challenged get additional support through a research-based intervention services, a tiered RTI educational system that meets every student's educational needs. At first ELLs get differentiated instruction at the Tier I. If they exhibit a need for more targeted academic support, they move to Tier II and Tier III accordingly. ELLs can get extra support in their room or, should they need a more intensive and targeted instruction, they can be placed in a separate setting.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The development of the spoken forms of language are essential for second language learners as a bridge to the more academic language associated with learning in school, and with the development of literacy. Thinking aloud, accountable talk, "exploratory talk", and collaborative work provide the conditions that foster second language development. A teacher plans contextual lessons that require ELLs to focus on the ways they express themselves, which in turn pushes them to produce more comprehensible, coherent, and grammatically correct language.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

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

The ongoing data analysis of the ELLs' progress and failures are regularly addressed during bi-weekly RTI meetings, grade conferences and ongoing in-class observations. Once the problem areas are identified, necessary strategy shifts are discussed and applied to accommodate every ELL's diverse needs.

## 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](#).)
  1. At P.S.80 at the time of registration, the students and their families are given HLIS in their native language to identify what

language the student speaks. An informal interview is conducted by a certified professional. Based on HLIS information and the informal oral interview the student is identified as LAB-R eligible. LAB-R determines English language proficiency as B (beginning), I (intermediate), or A (advanced). A Spanish LAB-R is given to the ELL students whose native language is Spanish.

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.  
Once the student is identified as a potential ELL, to ensure that parents understand the three program choices offered in the District, an orientation video with the description of the three programs is offered in their native language within the first ten days of their child's enrollment. At such meeting parents are informed of the available resources, types of programs, and the personnel in the building who can be of assistance. The ELL teacher and the Assistant Principal are present at such meetings to answer parents' questions, to address their concerns, and to offer a "Guide for Parents of English Language Learners" in their native language with important reminders about ELL program selection and placement.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The "entitlement" or "continued entitlement" letters in their native language are sent to ELL students' homes to ensure that parents understand what program is available at P.S. 80 and in the District. Parents are requested to make a choice, sign the letter and to return it to school. In case the letter is not returned in a timely manner within a week, a staff member who speaks the student's native language is asked to call parents to once again remind them that the letter must be returned to school as soon as possible. If after all efforts the letter is still not returned to school, the student is placed in the ELL program by default, and the "entitlement" letters are kept in a student's folders for reference.
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.
5. P.S.80 does not offer a bilingual or a transitional programs, therefore parents are given a choice to either place their child in the ELL program or to transfer their child to another school that offers such instructional programs. School personnel: teachers and paraprofessionals who speak ELL students' parents' native language communicate with parents directly or over the phone to make sure there is a clear understanding of the placement criteria and procedures. Parents' feedback is analyzed and their child is placed in the program accordingly.
6. 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.  
ELL teacher uses ARIS, RLER, RLAT, HISE and other pertinent to ELL applications in the ATS system to make sure all ELLs in school are identified and properly serviced. By the end of the year all ELL students take NYSESLAT to further assess their progress.
7. 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.   
After reviewing the Parent Survey and Program selection forms for the past few years, the main trend in program choice was determined to be a free-standing ELL program.

# Part V: ELL Programming

## A. Programming and Scheduling Information

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

At P.S. 80 a push-in organizational model and a homogeneous program model are used. The ELL teacher works cooperatively in collaboration with the mainstream teachers to ensure ELL students' progress.
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)?

Advanced students are entitled to 180 minutes of ELL a week, and beginners and intermediate - to 360 minutes a week which they receive on a regular basis. ELL students are strongly encouraged to participate in any related school activities and extracurricular activities that can be of any assistance to them. The ELL teacher works in collaboration with mainstream teachers. .

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.

Students receive targeted instruction in the content areas: Math, Social Studies, and Science in connection to the themes and topics taught in the mainstream. To meet the demands of Common Core Learning Standards, teachers scaffold their instruction. Their strategies include but not limited to genre and author studies, standard based aims and cooperative lesson planning , thematic reading instruction and close collaboration and articulation between classroom teachers and instructional support personnel.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students are provided with MATH testing material/student booklet in their native language along with the English language booklet to make sure the students understand the content in any language he/she is comfortable with.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure ELL students' academic language development, students' prior knowledge is identified and activated during small group instruction. Students are actively involved in hand-on activities connected to their everyday lives. Interim assessments data and ongoing observations are analyzed and used for instructional shifts to ensure every student's language acquisition throughout the year.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

ELLs that are in school less than three years are taught based on their prior knowledge and cultural experiences by relating this knowledge to academic learning in a new language and culture, and developing language awareness and critical literacy. If a student is identified as SIFE, he/she is paired with the advanced level student to work as a team to ensure his/her academic language development. The student's prior knowledge is identified and activated during small group instruction. Long-term ELLs with higher proficiency levels are teamed with newcomers that need help. This buddy system and accountable talk discussions create a teaching/learning atmosphere from which each individual student can benefit and learn. Former ELLs continue to receive additional ballanced support in the mainstream. They continue to receive language support for another two years. Teachers ensure that the students use a cueing system, and they become proficient in predicting unfamiliar words. These students are taught to be able to monitor and self-correct when reading becomes unclear and to be mentally engaged in text. They acquire skills to analyze word structure and meaning, to make educated guesses, and to become active participants in discussions, problem-solving skills, and analysis. They gradually reach the proficiency level of the general education

students. Reading intervention is provided in each reading component: phonemic awareness, letter recognition, etc using ELL methodology and strategies. Both, whole class instruction and one-to-one intervention is provided to eliminate obstacles that ELL students face. To remediate difficulties in writing, student's prior knowledge is identified and activated during small group instruction.

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?

ELL-SWDs participate in balanced reading programs tailored to their needs. Read aloud and shared reading strategies, visual aids and prompts, as well as picture support are used to accommodate every ELL-SWD student's learning needs. Establishing routines in word study, teaching guided reading mini lessons, sequencing, predicting, scaffolding the writing process by using graphic organizers for better comprehension and to organize thoughts, modeling paragraph structure writing, etc. are some strategies that are utilized to ensure rigorous and comprehensive environment for ELL-SWDs.

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?

A tiered system of instructional support based on demonstrated needs of the student is tailored for every SWD student. Students with special needs receive all related services as per their IEP by a cooperatively working team of teachers. Instruction for ELL-SWDs is provided at the Tier 1 instructional level. If their scores indicate the need for more targeted and intensive support, they move to Tier 2 and Tier 3. As students' assessment data indicates a significant progress, the extra support is removed.

### 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

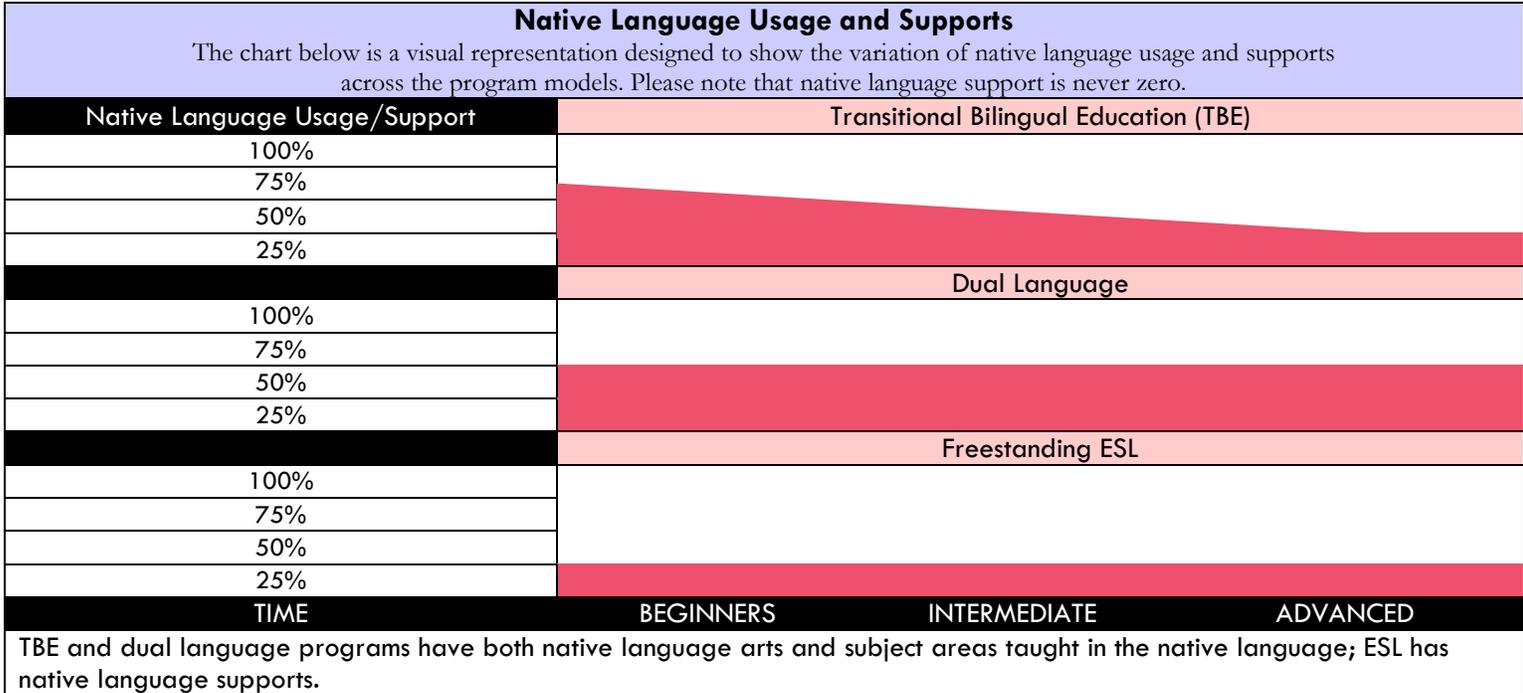
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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.

Content-based ESL is not only important for developing academic language skills, but is also inherently more interesting to ELL students than classes that focus on language only. Content areas present numerous topics related to a variety of personal interests. In content area ELLs learn to use information in a variety of ways, including oral and written observation, description, classification, interpretation, and evaluation. Reference literature, dictionaries, computer technology provide extensive hands-on and interactive experiences for ELL students that goes beyond the acquisition of subject-specific vocabulary and factual knowledge. ELL students observe the teacher explaining and modeling the strategy, and they are given opportunities to practice the strategy with ordinary classroom tasks. The teacher advises students on how they can apply the same strategy across curriculum and in different learning situations. ELLs learn to apply the skills they learned to understand, discuss, read about, and write about the concepts developed. Content teaching provides a context for teaching students learning strategies that can be applied in the grade-level classroom. ELLs are provided with hands-on and cooperative experiences, lesson topics are linked to student's prior knowledge, students are taught to use technical vocabulary appropriate for the content subject, the teacher addresses different student learning styles, students are taught to "know when they don't know" - and what action to take. They are provided with books, articles, and other resources on content area topic and they learn how to use them.

Additional instruction is provided in the classroom as well as in a separate setting by the RTI teachers team.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current program is differentiated and tailored to meet every ELL student's diverse language needs. The content area topics are incorporated into the curriculum, are important for the grade level of a student. It provides for the development of new knowledge and skills. Specific topics are adjusted for students whose previous schooling has been interrupted and who are not at grade level. The teacher makes assessments of a student's prior knowledge about a subject and then builds upon this previous knowledge by providing a student with experiences that develop new concepts, expand previous ones, and trace relationships between concepts. The teacher models higher-order thinking skills. Students learn to ask and answer higher-level questions about the content being studied. They learn to speculate, predict, synthesize, and make judgments about the content material they are learning. Teacher monitors ELL students' comprehension of the content and progress. Students learn to monitor their own comprehension. ELL students learn to understand the most important concepts, they practice the major skills and processes, and learn to use the language associated with these concepts and processes to prepare them for the content of the all-English curriculum.

11. What new programs or improvements will be considered for the upcoming school year?

n/a

12. What programs/services for ELLs will be discontinued and why?

RTI program will be continued as it proves to be comprehensive and effective.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

At this point P.S. 80 does not offer after school program. At P.S. 80 cooperative learning and hands-on group activities prove to be effective in providing ELL students with experiential learning opportunities. ELL students have access to a variety of content resources in the classroom. Grade-level books, library books, articles, pictures, software, and realia are used by ELLs as reference tools as they work on projects and reports. They learn how to locate specific information in such resource materials even if their ability to comprehend the entire text is limited.

ELL SWD's receive services as per their IEPs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Literacy by Design, Geady Gen, Interactive ELL software ,

Step Up to Success On the NYS and Other Reading Tests, Step Up Publishing, NY

- Strategies to Achieve Reading Success, Curriculum Associates, Inc
- Focus On Reading Strategies (leveled), Perfection Learning Corp.
- Taking The High Road To Reading, Writing, and Listening, Phoenix Learning Resources, Inc.
- Harcourt, ELL-Level Kit: Fictions and Nonfiction books
- Exploring Nonfiction Kit Reading in the Content Areas: Math, Science, Social Studies. Levels 1, 2, 3.
- Teacher Created Materials. Reading Kits, Levels q.5 – 1.9 and 2.5 – 2.9.
- Holiday House, Biography Kit: Picture Book of... (Columbus, Lincoln, B. Franklin, etc)
- Rigby PM Plus Software leveled for each language proficiency level.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Making personal connection, building up on prior knowledge and culture ensure improvement of higher order critical thinking skills, understanding of contextual questions and help foster overall language acquisition. ELLs are provided with reading materials in their native language. ELL SWD's receive additional help from paraprofessionals who speak their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Teachers use a specific choice of books affected by the ELLs' age, interests and reading abilities. Some materials are aimed to extend a student's reading skills, and thus being a little ahead of the student's reading ability. Others intend to be a part of an up-to-level reading program that builds bridges into the text and enables students to read fairly independently (leveled books, genre types, etc) Teachers make sure that these reading and writing materials give students "a reason for turning pages" .
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.  
P.S. 80 does not offer programs before the beginning of the school year.
18. What language electives are offered to ELLs?  
P.S. 80 only offers a freestanding/push-in ELL program. Parents are advised on other programs in the District and Region and the ways to accommodate their children's language needs.
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.

Professional Development is provided by school staff and the community learning support organization. Scaffolding and technology sessions, differentiation in the ELL classroom, ELL in the Social Studies and Math classrooms promote collaboration between content area and literacy teachers. Professional development is given through workshops offered by the CFN 207 network as well as the Central Educational Office at Tweed. This information is then shared during 7.5 hours of professional development meetings with the teachers whose students are serviced by the ESL teacher and all other teachers negaged in the CCLS. ESL teacher participates in monthly ESL liaison regional professional development meetings on a regular basis and then turns key on new strategies and requirements in the ESL prgram to create an inegrated curriculum with the mainstream classrooms. Such approach provides authentic contexts for the development of subject-specific genres and registers. The integrated program takes a functional approach to language and focuses teaching on language as the medium of learning rather than separate from content.

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

At P.S. 80 staff and the ESL department make sure that no parent of an ELL student is left behind or has little or no understanding of the procedures and events taking place at school since parent involvement is an indispensable part of their child's success. Parents participate in Open School events, PTA Meetings and workshops. In-house interpretation and translation services provide parents with instant access to information about their child's educational options. This makes parent involvement possible thus helping to increase parents' capacity to improve their child's achievements.

#### **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.

n/a

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
K. COX	Principal		1/1/01
M. LOCKWOOD	Assistant Principal		1/1/01
Ms. BYRD	Parent Coordinator		1/1/01
N. LOBANOVA	ESL Teacher		1/1/01
	Parent		1/1/01
K. LEUDESORFF	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: \_\_\_\_\_ School Name: **P.S. 80**

Cluster: \_\_\_\_\_ Network: **CFN207**

**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**

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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.

At the time of registration, the students and their families are given HLS in their native language to identify what language the child speaks. To ensure that parents understand their choices offered in the District, the orientation meeting is held within the first ten days of their child's enrollment. At such meetings based on HLS information and informal interview the data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent needs language assistance to communicate with the school staff is collected and further applied in providing parents with all the information they need.

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.

At this point HLIS's indicate that there are seven ELLs at P.S. 80. The following languages are spoken by the ELLs' parents: Spanish, Arabic and Panjabi. These findings indicate that parents need all critical information pertaining to their child's education in their native language to provide their support and active involvement in their child's educational process. Language access is a key element in all parental communications. Parents are informed about translation and Interpretation services via the phone, fliers and posters placed at the front entrance. Translation services provide critical information for parents about their child's education, progress, concerns and other issues that bridge the school and the home of a student. They help support the No Child Left Behind (NCLB) requirement that schools communicate whenever feasible with parents in their home language. Translation services are provided to inform parents of upcoming events, school policy, and include translation of critical communications in the form of a letter, notice, flyer, consent form, translation of behavior code, and other essential documents that help parents understand how they can best assist their child to thrive and accomplish their short- and long term goals.

## Part B: Strategies and Activities

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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 are provided in-house by school staff and parent volunteers. The following information is provided but not limited to ELL parents: entitlement to education, program selection and placement, standards and performance, conduct and discipline, safety and health, etc.

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

The school provides the oral interpretation services at parent orientation meetings, during parent-teacher conferences, over-the-phone teacher-parent conferences, and during routine parent's visits. Interpretation services are provided by the in-school professionals and paraprofessional staff who speak an ELL parent's native language and can bridge communication between parents and staff. In-house interpretation and translation services provide parents with instant access to information about their child's educational options, make parent involvement feasible thus helping to increase parents' capacity to improve their child's achievement. The following services are interpreted in-house:

- ELL Parent workshop
- Explanation of a child's academic progress/failure and needs for further improvement
- Open school events
- Information about needs for supplementary services
- Active involvement of ELL parents in school activities
- Student admission/discharges
- Counseling and telephone communication..

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>.

Parents are provided with the Parent Bill of Rights, The Family Guide and Translation and Interpretation Guides distributed in multiple languages by the DOE at the beginning of each school year. In-house multilingual posters provide limited English proficient individuals with instructions on where to obtain interpretation or translation services.