



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

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

**30Q111**

**School Name:**

**PS/IS 111Q JACOB BLACKWELL SCHOOL**

**Principal:**

**DIONNE A. JAGGON**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Jacob Blackwell School School Number (DBN): 30Q111  
School Level: PS/IS 111 Grades Served: PreK -8  
School Address: 37-15 13<sup>th</sup> Street, Long Island City, New York 11101  
Phone Number: 718-786-2073 Fax: 718-729-7102  
School Contact Person: Dionne A. Jaggon Email Address: djaggon2@schools.nyc.gov  
Principal: Dionne A. Jaggon  
UFT Chapter Leader: Mr. Liam Cleary and Mrs. Aimee Urbano  
Parents' Association President: Ieasha Richardson  
SLT Chairperson: Dionne A. Jaggon  
Student Representative(s): N/A

**District Information**

District: 30 Superintendent: Dr. Philip Composto  
Superintendent's Office Address: 28-11 Queens Plaza North  
Superintendent's Email Address: [pcompos@schools.nyc.gov](mailto:pcompos@schools.nyc.gov)  
Phone Number: 718-391-6122 Fax: 718-391-6147

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 410 Network Leader: Kamal Salfarlie

## 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)
Dionne A. Jaggon-staff	*Principal or Designee	
Liam Cleary-staff	*UFT Chapter Leader or Designee	
Iesha Richardson-parent	*PA/PTA President or Designated Co-President	
Christopher Welch-staff	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	
Tiffanie Capella	Member/ parent	
Maria lozia	Member/ parent	
Valerie Valentin	Member/ parent	
Sonia Cruz	Member/parent	
Carole Hunter-Gordon	Member/staff	
Matthew Klein	Member/staff	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

#### The Six Elements of the Capacity Framework

1.	<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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<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.
4.	<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.
5.	<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.
6.	<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 administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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 P.S./I.S. 111Q Mission Statement:**

We are a diverse, collaborative school community dedicated to raising standards of academic achievement for all of our scholars. Through rigorous standards driven instruction, differentiated learning, and high expectations we will create a community of socially conscious, computer literate, life-long learners who are prepared to participate in and contribute to the global society.

**P.S./I.S. 111Q has the primary objective to create a strong academic program that will provide our children with the best possible educational opportunities. The objectives of P.S./I.S. 111Q are:**

- To provide an atmosphere that will allow our children to think freely, enjoy learning, and interact with others in the School and community.
- To involve the families of children in the School in their children's development, including opportunities to work in the classroom, as volunteers for community and social events.
- To provide academic, emotional and psychological support for children from resources both within the School and from outside partners and agencies.
- To encourage an appreciation in our children of diversity in their community and the world.
- To provide professional opportunities for staff to continue to develop innovative educational and administrative strategies that address individual learning styles and differing educational needs.
- To build and expand partnerships with community and civic organizations, cultural associations, private businesses, and institutions of higher learning, including current partnerships with Citibank, Alvin Ailey Dance Association, Bell Ost, etc.

The ultimate success of the **P.S./I.S. 111Q** will be measured by the success of the scholars. The school seeks to provide an environment that fosters the intellectual, social, and emotional growth necessary for our scholars to achieve success in society.

The Jacob Blackwell is an elementary-middle school with 334 students from pre-kindergarten through grade 8. The school population comprises 36.2% Black, 48.2% Hispanic, 6.59% White, 5.39% Asian and 4% other students. The student body includes 67% English language learners and 15% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2013 - 2014 was 88.0%.

What the school does well

The school uses its resources effectively to build teacher capacity and improve instruction as evidenced by increased student engagement in academic tasks. (1.3)

The school uses its resources successfully to improve the learning outcomes of all students. For example, grade teams noted that students in grades 3 through 8 had not mastered certain skills which resulted decreased test scores.

- To ensure rigor, teachers meet and plan as a grade to makes sure that lessons are CCLS aligned. To ensure that we integrated instructional shifts we have a system whereby the teachers create portfolio performance tasks that are cumulative for each month of instruction, incorporate Common Core writing in all subject areas whereby the students cite text evidence, analyze text and explain procedures. As a result of having

grade wide Data Inquiry meetings we have created school wide coherence.

- The school has clearly defined the criteria for what it means to exit a grade level by using the school wide grading policy and paying keen attention to the instructional shifts in ELA and Mathematics. With the emphasis being placed on being college and career ready. All lessons are correlated to an instructional skill and strategy.
- The utilization of researched based curricula –GoMath, Ready Gen, Codex and CMP3 and Teachers College Writers Workshop has engaged the students in rigorous and engaging CCLS aligned learning activities. The portfolio initiative has created a universal understanding of what rigor and planning for cognitive engagement looks like.
- We the instructional shifts through professional learning and instructional feedback sessions where we are focused on questioning, close reading, engagement and assessments.
- Established a common set of expectations for how curriculum should be adapted to provide access for all learners: Ongoing professional development for accurate implementation of the reading, writing, math, social studies and science curriculum.

o Teachers meet in grade team and planning teams a minimum of two periods a week with support of a coach, collaborating to design tasks, rubrics, units of study and lesson plans. Upon reviewing student work, the inquiry team decided to have a school-wide focus on reading for meaning. They researched the Visual Thinking Strategies (VTS) teaching method and incorporated this into school curriculum centers on open-ended yet highly structured discussions of visual arts, significantly increasing students' language, and literacy skills, especially the English language learners (ELL) and Students with Disabilities (SWD). Consequently, teachers note students generate significantly more instances of critical thinking skills, have more to say, and are more likely to provide evidence for their thinking.

The school community appreciates the safe, respectful, and orderly school environment and the support for the personal and academic development of students.

o In reply to student responses to the school survey, school leaders implemented the following programs; Character Counts for K through grade 5 classes and Overcoming Obstacles for middle school students. The Character Counts program which focuses on six pillars of character education including trustworthiness, respect, responsibility, fairness, caring and citizenship, and Overcoming Obstacles as a life skills program teaches middle school students skills needed to excel in school, at home and on the job. Since the implementation of the Ethical Character Traits through the Book of the Month initiative, the school community notices that overall students are more respectful and there are fewer suspensions.

The challenges in building teacher capacity to support the school's instructional vision are:

- Getting teachers to integrate the common core standards into their daily planning.
- Transforming student assessment data into explicit instruction that effectively addresses student identified needs.

The DTSDE Tenets that our school has made the most progress are Tenets 2, 3 and 6

**Tenet 2- School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.**

- Theory of action: we believe that when we ensure that everyone knows the instructional focus of our school they will then be inclined to teach to that end. This will allow students to become critical thinkers.
- If teachers feel safe in school, students will learn.
- If we collaborate around the work, the teachers will buy into the vision of the school. This will enhance

communication amongst the stake holder to support cohesiveness and support student learning.

- Teacher teams, common planning time, professional learning support student learning.
- The Book of the Month enhances the social emotional learning and self-esteem of our students from Pre-K – 8.
- If administrators are well informed concerning instruction they will be explicit in their feedback to teachers.
- School wide goals were developed based on data by the instructional staff.
- We periodically compare OORS reports from the previous year to the current year. A decrease in incidents has been noted.
- Teachers will prepare Common Core Learning Standards aligned lessons with a focus on higher level thinking strategies and effective questioning techniques as evidence by lesson plans and classroom observations.
- Teacher teams will monitor, evaluate and revise assessments to improve student outcomes as measured by performance task and periodic assessments.
- Professional learning opportunities, as well as teacher teams will focus on developing, implementing, and evaluating a system, utilizing data and including benchmarks to monitor progress towards critical school wide goals as evidenced by professional learning opportunities, agendas, minutes, reflections and Advance evaluations.
- School wide Positive Behavior Intervention Support (PBIS) and the Book of the Month Ethical Character Trait initiatives to improve their social and emotional health.
- To increase community awareness of health and wellness, we will increase parent involvement activities and partner with the PTA.
- Professional Learning is conducted with the Network and consultants using the item analysis to determine areas of deficiency in ELA and Math and strategies teachers can implement to improve instruction and decrease students' misconceptions.
- The SLT which consist of teachers, parents and administration plan to meet to monitor and evaluate
- progress and revise plans as necessary towards meeting school goals.
- The Parent Coordinator and PTA collaborate with the school community to develop a coherent and shared vision and theory of action for school improvement.
- **Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes. We have a school wide grading policy.
- Vast majority of classroom teachers have created Pre and Post Assessments for each content area.

- We started with benchmark assessments in math and ELA and we have ongoing formative assessments to assess key student knowledge and understanding.
- We are evaluating and supporting best practices through informal and formal observations.
- Assessments are aligned to CCLS standards and content standards.
- We use data to drive instruction
- We administer Fountas and Pinell Running record 3x a year to progress scholars reading and comprehension levels
- We have monthly portfolio piece in all core content areas that are aligned to CCLS and NYC pacing calendars for Science and Social Studies. Portfolio pieces are graded based on a rubric. Scholars are given glows, grows and next steps for improvement.
- We use Schoolnet to provide the MOSL and benchmark assessments to track scholars' progress. Teachers review data to insure that instruction shifts and standards are met.
- End of unit assessments for ReadyGen and GoMath are used also administered school wide to ensure continuity in instruction.
- Teachers have checklists to make sure learning objectives are met and monitor student understanding throughout the lesson.
- Teachers use data to plan re-teaching activities and/or enrichment activities as whole class and small group depending on needs of scholars.
- Teacher teams collectively look at student data monthly during Inquiry and discuss scholar's progress and needs to provide interventions and change strategies.

B.

- We are tracking and communicating what ongoing assessment shows through Data Inquiry.
- Teachers are beginning to unpack the standards and analyze the instructional shifts with our Math and Literacy portfolios.
- Teachers and teams effectively discuss student's progress and learning needs.
- Teachers respond to data by re-teaching and or adding more enrichment.

C.

- Some students are involved in self or peer assessment based on criteria set by the teacher or rubrics.
- Some feedback to students from both teachers and peers.
- Learning outcomes have a method for assessment. Assessments match learning expectations.
- Some teacher's monitor of students understanding throughout lesson is visible.

**Tenet 6 - Family and Community Engagement:** The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement through monthly progress reports and monthly award ceremonies.

- Monthly newsletters are disbursed to all parents.
- At the Principals breakfast the New York State Data was shared with the parents.
- The CEP was shared with SLT team.

- Parent workshops will be conducted to share the CEP and instructional focus with parents.
- For communication we use the school website, parent email distribution list, Parent white board, Parent Bulletin Board, translation services, school messenger, Parent Coordinator meetings, enlarge posters, flyers, monthly calendars and monthly newsletters.
- Parent contact as well as phone conference is conducted. Progress Reports and newsletters and Parent Workshops are offered as well.
- The Parent Coordinator has reached out to various community based organizations.
- Ongoing meetings with teachers to find out their concerns and ideas to improve student learning.

If you are transparent of the systems all teachers will know the expectations: Special Events Weekly and Teacher/Staff Reference Binder.

### 30Q111 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	333	SIG Recipient
No				
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	87.6%	% Attendance Rate		87.2%
% Free Lunch	89.0%	% Reduced Lunch		2.0%
% Limited English Proficient	15.5%	% Students with Disabilities		26.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		40.1%
% Hispanic or Latino	45.9%	% Asian or Native Hawaiian/Pacific Islander		7.3%
% White	5.5%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)		10.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		14.01
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.9%	Mathematics Performance at levels 3 & 4		8.3%
Science Performance at levels 3 & 4 (4th Grade)	60.0%	Science Performance at levels 3 & 4 (8th Grade)		14.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

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

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

The data used to address the needs of our school come primarily from the HEDI ratings, in which the staff engaged in discussions as to the possible causes for these ratings. In addition, data gathered from the Online Occurrence Reporting System (OORS), Teacher Needs Assessment Surveys and NYS Assessments.

Reflections: The school received Developing in 4 area of Rigorous Instruction. Even though teachers were engaged in professional activities that included: teacher team meetings, weekly professional development and classroom inter-visitations, well developed systems for implementation and teacher accountability were not well-established.

The priority need is to create a data driven culture which addresses the needs of all students and explicit inclusion of students with disabilities (SWDs) and English language learners (Ells).

The strengths of our school are:

- School wide systems for professional development, teacher collaboration, instructional planning, and progress monitoring were developed and implemented.
- Annual goals were aligned with the Chancellors 2014-2015 Instructional Expectations and addressed the need for improved instructional practices, differentiation, and rigorous instruction.

- Specific deadlines for progress monitoring were established and implemented.
- Teachers participated in “Data Inquiry” to collect student data and reflect on teacher practice utilizing a research based rubric on teacher effectiveness.
- Professional Development Needs survey was utilized to gather data on teachers’ professional development needs to develop a PD plan that was differentiated and authentic.

Professional development workshops and seminars were provided in a more systematic manner as a result of putting a dedicated professional development period into the weekly school schedule.

**Part 2 – Annual Goal**

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

By June 2015, all teachers will have achieved their four (4) instructional goals based on the Danielson’s Domains based on their feedback sessions that will be measured in observations.

By June 2015 each student will have a portfolio in ELA and mathematics where pieces of writing and problem solving would have scored a performance level 3 or 4 based on teacher created and program based Common Core rubrics.

**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>
Professional Learning for ESL teachers, Implementation of best instructional practices as outlined in the Title II document. The instructional cycle will include differentiated teaching, assessment, progress monitoring and data inquiry. The teams will collaborate with the general education teachers and assume leadership roles in our school. To create a data driven culture which addresses the needs of all students and explicit inclusion with disabilities (SWDs) and English language learners (Ells) as measured by data inquiry practice of teacher teams for all grade levels PreK-8 that function with lens of our instructional focus which is to read across all genres and write citing text based evidence.	ELL’s	By June 2015	ESL Department and Instructional Cohort Leaders
Professional Learning for paraprofessional, general education and special education teachers, Implementation of goals as indicated in IEP’s. The instructional cycle will include differentiated teaching,	Students with Special Needs	By June 2015	SIT Team, RTI Team and Special Education

assessment, progress monitoring and data inquiry. The teams will collaborate with the general education teachers and assume leadership roles in our school. IEP conferences will be planned using proactive outreach that will produce high quality meetings that consider parental input and scholar achievement.			Coordinator
The school will consistently collect parent emails and update parent contact information. The school will use this information to reach out to parents via email, Blackboard messenger and the school's website.	Parents/ Guardians	By June 2015	All Staff
Parents will participate in activities that will provide them with the information and training needed to effectively become involved in planning and decision making in support of the education of their children	Parents/ Guardians	By June 2015	Parent Coordinator, School Leaders, Instructional Support Team

#### **Part 4 – Resources Needed**

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

Guidance counselor, school psychologist, student laptops, iPads, curriculum guided reading books that incorporate the Common Core State Standards, teachers and paraprofessionals and teacher trainers for data analysis.

#### **Part 5 – Budget and Resource Alignment**

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

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

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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.

For the academics: Midyear Benchmarks will be a review of the ELA and Mathematics portfolios that have scored a performance level 3 or 4 based on the genre and math specific Common Core Rubrics.

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

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

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

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

**Part 1 – Needs Assessment**

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

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	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.	D
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:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Dveloping and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The data used to address the needs of our school come primarily from the HEDI ratings, in which the staff engaged in discussions as to the possible causes for these ratings. In addition, data gathered from the Online Occurrence Reporting System (OORS), 2013-2014 School Surveys and data collected from the PBIS surveys.

Reflections: The school received Developing in 4 area of Supportive Environment. Acknowledging that the school wide support systems were not well-developed, lacked coordination and transparency among the constituents, they did exist. However, there was a lack of understanding among the teachers that if scholars were actively engaged and provided with rigorous instruction, there would be limited opportunities to engage in poor behavior. The conflict was: which should be addressed first? Behavior or instruction. All resulted in inconsistent responses and remedies.

5.2 We will cultivate and sustain partnerships with Riis Settlement House, Western Queens and the Alvin Ailey Dance Project to support and sustain social and emotional health.

5.3 The school articulates and systematically promotes a vision for social and emotional development via our PBIS Team. We promote positive behavior through instruction, reinforcing positive acts; and our monthly character building initiative through the Book of the Month

5.4 We have been able to build coherence where all 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 by building

capacity and creating teacher leaders, having teachers, administrators, and our parent coordinator facilitate parent workshops. We have also been able to invite the community in to conduct read alouds, building positive relationships with Citibank and Bell.

5.5 The school leaders plan and administer a cycle of professional learning on data driven instruction.

The priority need is for scholar achievement. This can only be done if the scholars, parents and staff to feel safe, secure and supported in the school.

- Theory of action: we believe that when we ensure that everyone knows the instructional focus of our school they will then be inclined to teach to that end. This will allow students to become critical thinkers.
- If teachers feel safe in school, students will learn.
- If we collaborate around the work, the teachers will buy into the vision of the school. This will enhance communication amongst the stake holder to support cohesiveness and support student learning.
- Teacher teams, common planning time, professional learning support student learning.
- The Book of the Month enhances the social emotional learning and self-esteem of our students from Pre-K – 8.
- If administrators are well informed concerning instruction they will be explicit in their feedback to teachers.
- School wide goals were developed based on data by the instructional staff.
- We periodically compare OORS reports from the previous year to the current year. A decrease in incidents has been noted.
- Teachers will prepare Common Core Learning Standards aligned lessons with a focus on higher level thinking strategies and effective questioning techniques as evidence by lesson plans and classroom observations.
- Teacher teams will monitor, evaluate and revise assessments to improve student outcomes as measured by performance task and periodic assessments.
- Scholar Government, Basketball Teams, Step Team and all scholar teams will build a collaborative and collegial bond with our scholars. The scholars will build camaraderie and their excitement around school will help to increase attendance. The School Mascot (Mustang) will be used to represent all teams and our school.
- Professional learning opportunities, as well as teacher teams will focus on developing, implementing, and evaluating a system, utilizing data and including benchmarks to monitor progress towards critical school wide goals as evidenced by professional learning opportunities, agendas, minutes, reflections and Advance evaluations.
- School wide Positive Behavior Intervention Support (PBIS) and the Book of the Month Ethical Character Trait initiatives to improve their social and emotional health.

- Basketball Team: Use the school Mascot/(Mustang) to build a collaborative environment between the scholars, teachers, parents and community. The Mascot will be used to increase morale, parent participation and to celebrate the scholars. The Basketball Team will play in the school during Pep Rallies, Field Day, PBIS Kick-Off Week and the Mascot will be brought to celebrate the positivity and sportsmanship in our scholars. The Basketball Team will also play competitively with other schools in the District. The Mustang Mascot will represent our school teams and spirit.
- To increase community awareness of health and wellness, we will increase parent involvement activities and partner with the PTA.
- Professional Learning is conducted with the Network and consultants using the item analysis to determine areas of deficiency in ELA and Math and strategies teachers can implement to improve instruction and decrease students' misconceptions.
- The SLT which consist of teachers, parents and administration plan to meet to monitor and evaluate progress and revise plans as necessary towards meeting school goals.
- The Parent Coordinator and PTA collaborate with the school community to develop a coherent and shared vision and theory of action for school improvement.

B.

- During Professional Learning; each teacher will have the opportunity to create four goals based on their next steps from their observations. The first was the focus of the school and the professional goal of the teacher.
- The teachers and administrators' goals were in alignment with the goals of the CEP to help support cohesiveness.
- Safety is critical. Therefore, we have monthly awards and monthly Safety Meetings.
- A school wide survey was used to show the professional needs of the teachers. We provided lunch learn around the instructional focus
- Parent meetings were held to let teachers know of the focus
- The Leadership Team and Cohort Leaders met to norm the observations so there is a consistency in observations.
- Professional learning was conducted in small group instruction to help support teachers in this area.

**Part 2 – Annual Goal**

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

By June 2015, all school staff will have attended and participated in PBIS professional development that lead to developing and participating PBIS events in the school creating an environment in the school that leads to a decrease of 40% in OORS reports in an effort to remove school off the persistently dangerous school list.

By January 2015, all parents would have had an opportunity to learn about the PBIS School wide initiative.

### 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>
School administrators will have provided teachers with at least 6 pieces of timely written feedback on student progress in ELA and Math as a result of formal and informal observations, monthly grade conferences using student assessment data as the basis for recommendations for next steps.	Teachers	By June 2015	Cohort Leaders
Follow the code of ARMOR Be Articulate, Responsible, Motivated, Outstanding and Respectful	Students	By June 2015	Instructional Staff
Teachers will attend PBIS training and have the opportunity to create events for students to participate in that lead to an environment of safety and respect.	teachers	By June 2015	Administrators and instructional staff
January 28, 2015-Parent kickoff to explain what PBIS is, how the children earn scholars dollars, the meaning of PBIS, why we have PBIS and tour the Scholar Dollar Store. The parents will learn the principles behind the use of the matrix and learn how to create one (as it applies to their homes). The matrix will focus on being safe, responsible and respectful. Parents will have an opportunity to earn “Scholar Dollars” and use them in the Parent Coordinator’s store.	Parents/ Guardians	By January 31, 2015	PBIS Team which includes the Parent Coordinator, members of the Operations Team and School Leadership
A minimum of 2 subsequent follow up parent meeting to discuss Glows and Grows as it pertains to the home matrix.	Parents/Guardians	By June 2015	Parent Coordinator, members of the Operations Team, School Leadership
Parent Book Club/Self-Help Books	Parents/Guardians	By February 2015	Parent Coordinator

**Part 4 – Resources Needed**

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

Scheduling time for teachers to attend PBIS training, time for events for students and materials, per session monies for after school events, materials for students.

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	x	<b>Title III</b>		<b>P/F Set-aside</b>		<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.

Our goal for February is a 20% decrease in the OORS reports.

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

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

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

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

**Part 1 – Needs Assessment**

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

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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:**

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school’s instructional focus is to use data to enhance students’ use of higher vocabulary, reading complex text, engaging in complex discussions and research to complete written that are aligned to the Common Core State Standards.

Reflections: We have incorporated a cycle of professional learning to engage the teachers in data inquiry, guided reading, writing and incorporating various resources that allow for differentiation and to meet the students where they are based on recent and relevant data.

Priority: The focus is in grades K, 2, and 7. Trust is maintained when the staff is supported through professional learning and all feedback is timely and relevant and be can easily implemented. Teachers are congratulated using the Danielson framework as a source of specific actions and are publicly highlighted on the Teacher’s Spotlight Board.

- To ensure rigor, teachers meet and plan as a grade to makes sure that lessons are CCLS aligned. To ensure that we integrated instructional shifts we have a system whereby the teachers create portfolio performance tasks that are cumulative for each month of instruction, incorporate Common Core writing in all subject areas whereby the students cite text evidence, analyze text and explain procedures. As a result of having grade wide Data Inquiry meetings we have created school wide coherence.
- The school has clearly defined the criteria for what it means to exit a grade level by using the school wide grading policy and paying keen attention to the instructional shifts in ELA and Mathematics. With the emphasis being placed on being college and career ready. All lessons are correlated to an instructional skill and strategy.

- The utilization of researched based curricula –GoMath, Ready Gen, Codex and CMP3 and Teachers College Writers Workshop has engaged the students in rigorous and engaging CCLS aligned learning activities. The portfolio initiative has created a universal understanding of what rigor and planning for cognitive engagement looks like.
- We the instructional shifts through professional learning and instructional feedback sessions where we are focused on questioning, close reading, engagement and assessments.
- Established a common set of expectations for how curriculum should be adapted to provide access for all learners: Ongoing professional development for accurate implementation of the reading, writing, math, social studies and science curriculum.
- Our portfolio performance tasks and curriculum require all students, including ELL and Students with

Disabilities to think critically and engage in text and use prior knowledge to demonstrate their thinking and new learning.

#### B.

- Rigorous habits and higher order thinking skills are integrated within the curricula and tasks. Teachers use various resources to meet the children where they are. For instance in GoMath the Re-Teach and Enrichment resources are used to meet the needs of all learners. Varied resources are also incorporated in the creation of the portfolio performance tasks. Teachers incorporate calculators, counters, graph paper, rulers, math notebooks etc. In literacy teachers combine fiction and non-fiction texts, guided reading technology, varied books, articles, videos, etc. The tasks are created prior to the instructional unit (Backwards Design Model). The tasks are prepared with Common Core Questions and prompts that require the students to cite evidence and analyze text.
- We are preparing the for College and Career by exposing the students to answering higher level questions based on Depth of Knowledge and allowing students to read more than 50 % information text.
- Teachers have received the new Social Studies scope and Sequence to support planning and preparation.
- The students attend field trips once a month. The trips are aligned to the Social Studies and Science units of study. We are incorporating the trips to bring theory from the classroom into the real world.
- Teachers use the Smart Boards in their classroom and technology to practice UDL in order to give access to all students.
- Technology helps ELL and Students with Disabilities as critical tools that will support for visual and tactile learners.

#### C.

- Teachers are using data to plan and provide access to learning for all students. For example teachers in grade 3-5 have reviewed the item analysis and have identified areas of deficiencies in ELA and Mathematics. As a result curricula was been revised to focus on the areas of need. Based on the results of diagnostics and formative assessments, teachers have engaged in differentiated instruction and assessment to meet the children where they are. The ESL teacher pushes into the classroom of intermediate and advance students and uses the pull-out methodology to focus on the needs of beginner students.
- Administrators and teachers have access to data bases that identify areas of growth or achievement gaps for all student including ELL and students with disabilities. This information is used to drive instruction.
- After reviewing the data, teachers are able to group students in leveled groups.
- Running Records are used to help drive instruction.
- RTI levels one and two and ELL students, and Students with disabilities receive support through Push-In and Pull out services with the RTI and ESL teachers.

- The teachers reviewed the item analysis and compared questions from the math test to the Go Math word problems. The reviewed the language to ensure that students would understand the language.
- We decided to reconstruct the structure of the ReadyGen lessons to utilize the language of the language of Common Core from the state exam. This will allow students to become more familiar with the language and the process.
- After data conversations we noticed that the teachers were not getting to the word problems at the end of the lessons. Therefore, these questions are moved to the onset of the lesson so student scan have more practice with multi step word problems.
- Staircase of Complexity: In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level. For example, our writing units are articulated throughout the grades. In the memoir units grades K-5 wrote memoirs in a specific moment of time, 6<sup>th</sup> grade created memoirs across time, 7<sup>th</sup> grade memoirs through poetry and 8<sup>th</sup> grade memoir in vignettes.

### Part 2 – Annual Goal

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

By June 2015, All Collaborate Teacher Teams will analyze student assessment data based on the identification of the individual academic student needs to create and implement a differentiated instructional plans to address those identified student needs monitored by administrators through observation process and teacher leaders through learning rounds and peer to peer visits focusing on overcoming the achievement gap to create a six week plan of instruction.

### 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>
Utilize Looking at Student Work Protocol providing the teams tools to understand data, identify trends, instructional implications and curriculum interventions.	Instructional Staff	By June 2015	Administrators, teacher leaders
Monitoring of the Process and make revisions if necessary and provide feedback.	School Leaders	By June 2015	Administrators, teacher leaders

Identify and provide best practices in the ongoing professional learning session for ELLs and SWDs	Instructional Staff	By 2015	Administrators, teacher leaders
To build trust will incorporate the parents in the instructional process through classroom visits, workshop, culminating activities and PBIS programs	Parents	By June 2015	Administrators, teacher leaders, students

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Monday Professional Learning Time, multiply types of student data, teachers, school leaders, common core instructional materials, protocol

**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	X	Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<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>				
By February 2015 Five teacher teams will have created the six (6) week instructional plan based on the data.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>			Yes	No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

**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:**

11. 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.

12. 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 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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).	D
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.	D
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.	D

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

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: The school has invested time and resources in aligning the PBIS framework to promote positive behavior. The students are congratulated specific deeds that promote consistently focused behavior, academic achievement and increase in self-awareness, self-esteem and School wide character building.

Reflections: PBIS is most successful when all constituents including, parents, teachers, and staff members and the greater community reinforce the premise of promoting positive. Rewards are consistent and for special acts that are named for the students. Buy-in is promoted through a cycle of professional learning that all staff members attend.

Priority: Reductions in incidents and levels of infractions. The element of trust is needed is reverberated when the community work together for positive student outcome and teachers, parents and students value each other.

- Theory of action: we believe that when we ensure that everyone knows the instructional focus of our school they will then be inclined to teach to that end. This will allow students to become critical thinkers.
- If teachers feel safe in school, students will learn.
- If we collaborate around the work, the teachers will buy into the vision of the school. This will enhance

communication amongst the stake holder to support cohesiveness and support student learning.

- Teacher teams, common planning time, professional learning support student learning.
- The Book of the Month enhances the social emotional learning and self-esteem of our students from Pre-K – 8.
- If administrators are well informed concerning instruction they will be explicit in their feedback to teachers.
- School wide goals were developed based on data by the instructional staff.
- We periodically compare OORS reports from the previous year to the current year. A decrease in incidents has been noted.
- Teachers will prepare Common Core Learning Standards aligned lessons with a focus on higher level thinking strategies and effective questioning techniques as evidence by lesson plans and classroom observations.
- Teacher teams will monitor, evaluate and revise assessments to improve student outcomes as measured by performance task and periodic assessments.
- Professional learning opportunities, as well as teacher teams will focus on developing, implementing, and evaluating a system, utilizing data and including benchmarks to monitor progress towards critical school wide goals as evidenced by professional learning opportunities, agendas, minutes, reflections and Advance evaluations.
- School wide Positive Behavior Intervention Support (PBIS) and the Book of the Month Ethical Character Trait initiatives to improve their social and emotional health.
- To increase community awareness of health and wellness, we will increase parent involvement activities and partner with the PTA.
- Professional Learning is conducted with the Network and consultants using the item analysis to determine areas of deficiency in ELA and Math and strategies teachers can implement to improve instruction and decrease students' misconceptions.
- The SLT which consist of teachers, parents and administration plan to meet to monitor and evaluate
- Progress and revise plans as necessary towards meeting school goals.
- The Parent Coordinator and PTA collaborate with the school community to develop a coherent and shared vision and theory of action for school improvement.

B.

- During Professional Learning; each teacher will have the opportunity to create four goals based on their next steps from their observations. The first was the focus of the school and the professional goal of the teacher.
- The teachers and administrators goals were in alignment with the goals of the CEP to help support

cohesiveness.

- Safety is critical therefore we have monthly awards and monthly Safety Meetings.
- A school wide survey was used to show the professional needs of the teachers. We provided lunch learn around the instructional focus
- Parent meetings were held to let teachers know of the focus
- The Leadership Team and Cohort Leaders met to norm the observations so there is a consistency in observations.
- Professional learning was conducted in small group instruction to help support teachers in this area.

C.

- Monthly newsletters are disbursed to all parents.
- At the Principals breakfast the New York State Data was shared with the parents.
- The CEP was shared with SLT team.
- Parent workshops will be conducted to share the CEP and instructional focus with parents.
- For communication we use the school website, parent email distribution list, Parent white board, Parent Bulletin Board, translation services, school messenger, Parent Coordinator meetings, enlarge posters, flyers, monthly calendars and monthly newsletters.
- Parent contact as well as phone conference is conducted. Progress Reports and newsletters and Parent Workshops are offered as well.
- The Parent Coordinator has reached out to various community based organizations.
- Ongoing meetings with teachers to find out their concerns and ideas to improve student learning.
- If you are transparent of the systems all teachers will know the expectations: Special Events Weekly and Teacher/Staff Reference Binder.

Weakness:

- Establishing coherence school wide in curriculum, standards and assessments.

## **Part 2 – Annual Goal**

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

By June 2015, 70% of Teachers will be implementing coherent, Common Core Learning Standard Based lessons that lead to multiple points of access using Universal Design for Learning (UDL) Strategies Consistently as evidenced by school leaders' observations that lead to improved student achievement.

## **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> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<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>Establishing a growth mindset for all stakeholders through goals are set and accomplished and new goals are identified that are geared toward individual students as opposed to groups of students and leaves time and resources for creativity and ultimate coherence.</p>	<p>SLT</p>	<p>By June 2015</p>	<p>SLT Team</p>
<p>School Leaders will communicate with school staff about academic achievement targets for the identified sub groups at faculty and grade conferences, professional development workshops, memos, observation conferences, email. School leaders will communicate with school community via school newsletters, PTA meetings, school wide events, phone outreach, Parent Teacher Conferences, Parent workshops</p>	<p>Parents</p>	<p>By June 2015</p>	<p>Parent Coordinator</p>
<p><b>Theory of action is to:</b></p> <ul style="list-style-type: none"> <li>• Use student and teacher data to inform professional development.</li> <li>• Observe instruction frequently and provide explicit timely feedback to continually improve teacher practice.</li> </ul> <p>Analyze student assessment data- identify student needs- develop instructional plans—monitor progress through formative assessments- adjust instruction-repeat.</p>	<p>Students</p>	<p>By June 2015</p>	<p>Teachers, School Leaders</p>
<p>Focus on accountability and team building for the staff</p>	<p>Instructional Staff</p>	<p>By June 2015</p>	<p>Cohort Leaders</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Monday Professional Learning Time, multiply types of student data, teachers, school leaders, common core instructional materials, protocol</p>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

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

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

By February at least 37.5% of teachers will be implementing lead to multiple points of access using Universal Design for Learning (UDL) Strategies Consistently as evidenced by administrators’ observations that lead to improved student achievement.

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

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

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

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

**Part 1 – Needs Assessment**

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

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

<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.	I

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

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: Parents have communicated that they value the multiple forms of communication.

Reflections: We need to include the parents consistently in the instructional process by also adding a cycle of professional learning; specifically around the Common Core State Standards, data and student achievement.

Priority: All families having a method to communicate with the school so they feel; valued.

- By June 2015, all Parents/Guardians will be provided the opportunity to participate in a Parental Outreach Program that provides workshops, demonstrations, volunteer opportunities that will assist in acquiring strategies, techniques, and activities to support their children’s academic development connected to the Common Core Learning Standards and College and Career Readiness. These workshops will be conducted and not limited to by the parent coordinator, teachers, administrators, community partners, network staff, parents, etc. Monthly newsletters are disbursed to all parents.
- At the Principals breakfast the New York State Data was shared with the parents.
- The CEP was shared with SLT team.
- Parent workshops will be conducted to share the CEP and instructional focus with parents.
- For communication we use the school website, parent email distribution list, Parent white board, Parent Bulletin Board, translation services, school messenger, Parent Coordinator meetings, enlarge posters, flyers, monthly calendars and monthly newsletters.

- Parent contact as well as phone conference is conducted. Progress Reports and newsletters and Parent Workshops are offered as well.
- The Parent Coordinator has reached out to various community based organizations.
- Ongoing meetings with teachers to find out their concerns and ideas to improve student learning.
- Parents will have voices through email communication, surveys, meetings, Parent Breakfasts and workshops.

If you are transparent of the systems all teachers will know the expectations: Special Events Weekly and Teacher/Staff Reference Binder.

### **Part 2 – Annual Goal**

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

By June 2015, We will offer a minimal of 20 parent workshops. Our Community based organizations will offer at least one kickoff event to reenergize our parent body on the support services being offered.

### **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>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Communication from Parent Coordinator Workshops, Parent Board, Newsletter, Calendar, Blackboard, School Messenger, Award Assembly, Parent Outreach	Parents and Students, community	By June 2015	Parent Coordinator
Communication from Teachers Progress Reports, phone calls, updating school website, teacher/parent sport event events	Parents and Students, community	By June 2015	Parent Coordinator
Communications from the school Leaders SLT, Email Blast, Parent Meeting, Parent Workshops, PTA executive Board	Parents and Students, community	By June 2015	Parent Coordinator
Parent Coordinator will district and citywide workshop for parent coordinators.	Parent coordinators	By parent Coordinator	Principal

### **Part 4 – Resources Needed**

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

Paper, professional time, logs, school messenger, building access during after school hours.

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

**Part 6 – Progress Monitoring**

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

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

By February, 2015 there will at 10 opportunities for parents to engage in opportunities described in the goal as measured by participation in the vents as noted on attendance sheets and parent volunteers.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<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>	K-8 students scoring below a 2.5 on the MOSL and/or NYC Benchmark ELA and Math Assessments.	Guided Reading and Guided Writing  ReadyGen Reading Intervention – differentiated instruction- guided reading  Ready NY – Test Prep  STARS- Test Prep  Readers Workshop  Writers Workshop  Foundations  Passport Voyager  Intervention Station	Small group – push in/pull out  Small group/pull out  Small group- push in/pull out  Small group – pull out  Small group – pull out  Small group- push in/pull out Small group- push in/pull out	During the school day/ After School/Saturday Academy  During the school day  During the school day During the school/ After School/Saturday Academy  During the school day  During the school day/ After School/Saturday Academy  During the school day During the school day During the school day During the school day
<b>Mathematics</b>	Go Math Interventions CMP3 Math Interventions  Mathletics	<b>Reading and computation</b>	Small group –push in/pull out  Small group- push in/pull out Small group-pull out	During the school day  During the school day  Afterschool
<b>Science</b>	Hands on experiments, non-fiction texts,	<b>Reading and Writing</b>	Small group –push in/pull out	During the school day

	differentiated instruction based on grade 4 AND GRADE 8 science curriculum		Small group- push in/pull out Small group-pull out	During the school day
<b>Social Studies</b>	Hands on social studies activities, non-fiction text, map skills, differentiated instruction based on 8 <sup>th</sup> grade social studies curriculum	Reading and Writing	Small group –push in/pull out  Small group- push in/pull out Small group-pull out	During the school day  During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Crisis intervention Counseling Observations Middle School Choice High school articulation  Clinical mandated counseling Psycho-educational testing  Counseling  Mental health screenings Counseling  Psychiatric evaluations/follow up  “RIIS Intervention and Support	Speaking and listening	One-to-one/small group Small group/one-to-one Individual/class/small group Small group/one-to-one Small group/ one-to-one  Small group  One-to-one  One-to-one  One-to-one/small group    One-to-one(parent request) Individual/Family(parent request) (Parent request)  Small group  Small group	During the school day During the school day During the school day During the school day/afterschool During the school day/afterschool During the day During the day During the day During the day  During the school day Individual(during the school day) Family(off-site) Off-site

## Section 7: Expanded Learning Time (ELT) Program Description

*(Required for All Priority Schools)*

**Directions:** Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

### Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015-Provide 200 hours of supplemental instruction of academic intervention services and enrichment to students in grades 3-8 scoring below 2.5 on the 2014 on New York State ELA MATH Exams.

### Part 2 – ELT Program Description

**Part 2a.** Identify the target population(s) to be served by the ELT program.

1. Students will be given a pre-assessment in ELA/MATH to determine specific academic needs.
2. Students will take an interest inventory to determine their preference for enrichment activities.
3. Teachers will evaluate student pre-assessment data and develop an individualized intervention plan.
4. ELT teachers will receive training in CCLS aligned intervention materials purchased for the program as well as best practices in ELA/MATH interventions for ELLS and Students with disabilities.

NYCDOE certified teachers will provide supplementary instruction in ELA and MATH on Mondays and

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

5. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
6. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
7. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
8. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
9. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

1. Certified teachers and School Data Specialist will assist with pre-testing of students and analysis of results.
  2. Classroom teachers will administer the Interest Inventory.
  3. Program supervisor will meet with ELT teachers bi-weekly to analyze student data.
  4. Program supervisor
  5. ELT classroom teachers
  6. Certified teachers
  7. ELT teachers
- ELT teachers

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?	x	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Students eligible for academic intervention services will be invited with their parents to a meeting to discuss the ELT program and sign up for it. Student attendance will be monitored by the Program supervisor daily. Follow up phone calls will be made to notify parents if students are absent. OPT will be contacted to address any transportation issues.

**Part 3 – ELT Program Implementation and Oversight**

**Part 3a. Who will implement the ELT program? Who will oversee the program?**

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The P.S. 111ELT Program integrates enrichment opportunities, academics and skills development by providing a sports and arts program that addresses students’ interests and promotes positive behavior and teamwork in addition to a research based academic intervention program that improves students’ academic skills. On Mondays and Tuesdays, ELT students will receive 3 hours of supplementary instruction in ELA and MATH with Test preparation built in to the program. ELT teachers will use grade specific Intervention kits from Curriculum Associates that are Common Core aligned and research based. The ELA Intervention Kit contains CARS-Assessment (pre-test, post-test); NYSTARS CCLS- Instruction; FOCUS on Reading (6 titles per student)- Practice; Ready New York ELA- Practice. The Foundational Math Skills Kit contains CAMS-Assessment (pretest, posttest); STAMS- Instruction (student books and interactive Whiteboard lessons); STAMS SOLVE- Practice. Students will participate in hand-on activities designed to keep them motivated and engaged in the learning. On Saturdays, ELT students will learn how to play Basketball, Soccer, Gymnastics, Robotics, Dance, ART and Cheerleading. These enrichment activities will allow them to express themselves as well as learn the disciplines and good sportsmanship skills that come with athletic training. Participating on team sports helps students learn collaboration, interdependence, discipline, perseverance, and control These enrichment activities were selected as a result of student requests during the school year. Students will complete and additional Interest Inventory at the start of the ELT program to determine which other enrichment activities may also be beneficial ELT classroom teachers will administer pre-assessments to determine the academic needs of students. They will also evaluate student writing samples, Item skills analysis from the ELA and MATH exams to identify the specific skills students need to strengthen. ELT teachers will then apply intervention activities taken from their ELA or MATH toolkit during the ELA and Math periods and assist students in completing them. Teachers will monitor student progress daily via additional testing, observations, etc... ELT teachers will also evaluate student responses to the Interest Inventory to determine what type of enrichment activities will positively affect student social emotional growth. Students will be matched to activities they are interested in

**Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.**

The impact of the ELT program on student achievement will be evaluated weekly through program assessments, student work samples, student participation. Students will take a pre- and post-test to determine if students have made progress toward proficiency. Students performance on the 2014 ELA and MATH exam will be used to evaluate the

**Part 3c. Timeline for implementation and completion, including start and end dates.**

September 2014-June 2015

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	<b>21<sup>st</sup> Century</b>	x	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	x	<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>	X	<b>PTA Funded</b>		<b>Grants</b>		<b>School Success Grant</b>		<b>In Kind</b>

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

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 2015 Students will have made gains on their ELA and Math performance tests.

New York State English Language Arts			Goals
Grade	2014		2015
		Grade 3	20%
Grade 3	6.8%	Grade 4	14.8%
Grade 4	12.1%	Grade 5	25%
Grade 5	0%	Grade 6	18%
Grade 6	9.1	Grade 7	18.1%
Grade 7	13%	Grade 8	20%

New York State Mathematics			Goals
Grade	2014		2015
		Grade 3	20%
Grade 3	6.8%	Grade 4	17%
Grade 4	6.3%	Grade 5	25%
Grade 5	7.1%	Grade 6	27%
Grade 6	13.4%	Grade 7	20.4%
Grade 7	13.1%	Grade 8	20.1%

**Part 5b.** Complete in **February 2015.**

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

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

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## Section 8: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<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>Cycle of Professional Learning, Informal and formal observations. The Principal closely analyzes the school's instructional program and the assignment of staff to effectively utilize teacher expertise and licensure. The annual BEDS report is closely reviewed to endure accurate reporting of staff qualifications. P.S. 111Q utilizes Title 1 funds (5% set-aside) to reimburse teachers for courses taken to complete certification requirements for additional licenses or certificates.</p> <p>All teaching staff receives individualized professional development through the use of an Online Teacher PD Needs Assessment Survey and classroom observation data used to develop a school wide Professional Development Plan. Student assessment data as well as NYCDOE Initiatives are used to generate topics for PD workshops for staff. To attract Highly Qualified Teachers, we partner with Universities like Hunter College, Touro College, and Queens College to have student teachers do their observation hours in our school. Many of these student teachers come back to work in our school as substitutes. Many have been hired as permanent staff. New Teachers are assigned a Buddy Teacher and a Mentor to help them assimilate into our school culture and assist them with planning and instruction. We provide a variety of professional development experiences for all staff to insure that they are using the most current and effective instructional techniques and strategies possible. Professional development is differentiated for each teacher to address their needs and interests.</p> <p>All Teachers will receive professional development in Curriculum Mapping, Understanding by Design, and Project Based Learning. Students and staff will have access to a State of the Art computer lab, video cameras, IPODs, digital cameras, laptops, mimeos and Interactive whiteboards to create multimedia projects.</p> <p>We encourage our ESL teachers to attend professional development workshops in best practices in instruction for ELLS that is provided by our Network. Teachers also can utilize ARIS LEARN to improve their instructional techniques.</p> <p>Teachers are encouraged to increase their expertise in Math instruction through participation in Professional development provided by the Cohort Leaders and instructional staff..</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>10. Utilizing the articulation process, the ELA and Math instructional shifts and analyzing student work Professional Development Needs survey was utilized to gather data on teachers' professional development needs to develop a PD plan that was differentiated and authentic.</p>

Professional development workshops and seminars were provided in a more systematic manner as a result of putting a dedicated professional development period into the weekly school schedule

11. Professional development workshops facilitated by school administrators, staff developers, CCLS Team were held to review 2013-2014 Instructional Expectations for alignment of CCLS in units of study. Teachers will review student assessment data (NYS ELA/MATH, NYSESLAT, Progress Report Data) to determine achievement gaps that must be addressed.
12. Magnet Resource Specialists and Network Achievement Coach provide professional development on creating differentiated lesson and unit plans utilizing Universal Design for Learning strategies weekly during Wednesday Extended Day PD sessions.
13. Principal and Asst. Principal attend monthly Professional Development conferences facilitated by CFN410 Coaches. Professional development seminars are offered monthly.
14. Principal receives yearlong coaching services and participates in a Principals Study Group from The Leadership Academy.
15. Teacher leaders of the CCLS Team received extensive training during the 2012-2013 school term and in the summer on implementing the Common Core Learning Standards. School Administrators also attended extensive training during the summer on the CCLS and ADVANCE.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

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

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

### **Part 4: SWP Schools Only**

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

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

The Kindergarten teachers, Principal, Assistant Principals, and Parent Coordinator, meet with all parents and students who are entering Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator, Assistant Principal, Social Worker, School Psychologist, Guidance Counselor, and teachers. PreK Social Worker offers parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten, the transition to Kindergarten, and the CCLS. The IEP teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

#### **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.

Teachers were involved in choosing the MOSL assessments and determining next steps for the students. They are also determining choices in performance assessments across the grades.

#### **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 (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	205,756	X	16,20,25,28,33
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	89,945	X	25,28,33
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	16,20,25,28,33
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,086,879	X	16,20,25,28,33

**<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:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S. 111Q]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[P.S. 111Q]** 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)**

**[P.S. 111Q]**, 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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



**Department of English Language Learners and Student Support**

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Jacob Blackweel School	DBN: 30Q111
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>-3055</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In tandem with strategies for ELLs, the after-school program will give the scholars an opportunity to make measurable progress in comprehension and fluency through immersion. The after-school program has been designed to service ELLs from grades K-8. Even though 63% of the ELLs in grades 3-8 fall into the Advance and Proficient category on the NYSESLAT, this was not translated into high performance levels on the ELA exam. 58% of our ELLs scored a level 1 on the ELA exam and 56% scored level 1 in Mathematics.

The program will consist of one certified ESL teacher and two content area specialists (ELA and Mathematics). They will teach classes on Wednesdays and Thursdays from 2:30pm to 4:30pm. This program will begin in January 2015 and conclude in April 2015. The scholars will be assigned to two classes: ELA on Wednesdays and Mathematics on Thursdays for a total of 23 sessions.

Our Data Inquiry Team, having analyzed our ELL data and examined our current school structures and practices, feels that a three-tiered approach to learning community support would positively impact student achievement:

Additional differentiated support for ELL students, addressing literacy skills in core academic areas, would benefit the academic growth of our ELLs. This program addresses the core subjects of math, ELA, as well as technology. The scholars will engage in skills based activities in literacy. Reading text and applying the various strategies to develop their skills. They will develop their writing using the Writers' workshop model. Exploring the various genres and technology infused instruction. Finally, developing key concepts in mathematics utilizing the Mathletics program.

The ESL teacher will provide support equally to each class on both days. Scholars will be placed in these classes according to their grade levels. Differentiation will be based on their achievement levels on the NYSESLAT and NYSITELL. Intensive instruction in English language acquisition through the content area and preparation for NYSESLAT testing will be administered using the following software and instructional materials:

Mathletics (computer-based) program

### Part B: Direct Instruction Supplemental Program Information

Literacy: skills-based and Writer's Workshop

In addition to the 3 teachers, there will be a supervisor on site. The supervisor is being charged to Title III because (as of this writing) no other after-school program is in operation.

### Part C: Professional Development

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

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

Begin description here:

The ESL teacher will provide PD to the content area specialists. They will learn how to apply ESL strategies to their instruction. The sessions will be 1 hour, once a week. The topics are: The ESL Student and Reading, The ESL Student and Writing, The ESL Student and Listening, The ESL Student and Speaking, The Writing Process, ESL at Home, Mathletics overview, Mathletics and monitoring student progress. The sessions will take place from 3:30PM-4:30PM. The teachers will alternate sessions. They will have a total of 2 hours of PD focusing on ESL strategies in the content area and 2 hours of training with the Mathletics program.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parents of ELL students participating in the Title III Afterschool program will be invited to participate in the program with their child/children during scheduled Parent Days. Every two weeks, parents/guardians will be invited to stay to read with their child/children and participate in other literacy activities designed by the Title III teachers to improve reading and writing in English. Parents will receive materials and activities to use at home with their children.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$ 8344.62 Teachers (3)@ 27 sessions \$ 713.34 Supervisor	The content area specialists and ESL teacher. Supervisor- As of this writing, the school does not have any sort of After-school programs in operation other than the Title III program.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$618.12	(PD) 4 sessions, 1 hour, 3 teachers
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$1023.92	Chart paper Markers Picture cards Pencils Books- Scholastic Math flash cards Copy paper
Educational Software (Object Code 199)	\$500	Professional development for the Mathletics program.
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b>\$11200</b>	_____

**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>30</b>	Borough <b>Queens</b>	School Number <b>111</b>
School Name <b>P.S./ I.S. 111Q Jacob Blackwell</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>Mrs. Randy Seabrook</b>	Assistant Principal <b>Ms. Judith Rios</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms.Li Yueh Chen</b>	Guidance Counselor <b>Ms. Maryellen Tsangalidis</b>
Teacher/Subject Area <b>Mr. Carlos Fuentes/ ESL</b>	Parent <b>Ms. Katrina Harris</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Trecia Parsons</b>
Related Service Provider	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</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>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>364</b>	Total number of ELLs	<b>61</b>	ELLs as share of total student population (%)	<b>16.76%</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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	2	2	2	2	4	2	2	2	2					22
SELECT ONE														0
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	21
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	3

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	40	0	13	18	0	13	3	0	2		61

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>	<b>40</b>	<b>0</b>	<b>13</b>	<b>18</b>	<b>0</b>	<b>13</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>61</b>
Number of ELLs who have an alternate placement paraprofessional: <u>6</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>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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	4	8	6	8	3	9	9	4	4					55
Chinese		1												1
Russian														0
Bengali					1									1
Urdu														0
Arabic					1	1								2
Haitian					1									1
French														0
Korean														0
Punjabi					1									1
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>4</b>	<b>9</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>61</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	2	1	1		2	5		1					14
Intermediate(I)		3	4	5	1	3	2	1	2					21
Advanced (A)	3	4	1	3	3	4	3	2						23
Total	<b>5</b>	<b>9</b>	<b>6</b>	<b>9</b>	<b>4</b>	<b>9</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>58</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	2	0	0	11
5	8	0	1	0	9
6	7	1	0	0	8
7	6	1	0	0	7
8	7	0	0	0	7
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	8		4		0		0		12
5	8		0		1		0		9
6	8		0		0		0		8
7	5		2		1		0		8
8	7		0		0		0		7
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		11		11		1		30
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The early literacy skills of ELLs in grades K-3 are assessed using the DIBELS assessment and Reading 3D for comprehension. DIBELS assesses phonics, phonemic awareness, letter name fluency, nonsense word fluency, comprehension and fluency. This assessment provides teachers with data on students knowledge of English phonics, letter sound recognition, and academic sight word vocabulary.

Students are placed into ability groupings for explicit instruction in phonics through guided instruction in small groups and independent practice at learning stations.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

#### NYSESLAT DATA PATTERNS

A review of the 2013 NYSESLAT indicates:

Grades k-8 - 14 Beginners

21 Intermediate

23 Advanced

LAB-R - 2 Kgn. Beginners and 3 Kgn. Advanced

After reviewing student performance in the four modalities (Listening, Speaking, Reading, and Writing) we have detected the following patterns:

- Students across all grades and proficiencies exhibited the highest number of advanced and proficient scores in the Speaking and Listening modalities of the NYSESLAT.
- Students across all grades and proficiencies demonstrated the lowest number of advanced and proficient scores in the Reading and Writing modalities of the NYSESLAT.
- The majority of the students in grades K-8 are in the Beginner and Intermediate category in Reading and Writing on the NYSESLAT.

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](#))

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?

Paste response to questions here:

#### Implications for Instruction

After a review of the results of the 2013 ELA exam taken by ELL students :

- 1 ELL student in grades 4-8 achieved level 3 or higher.
- 4 ELL students in grades 4-8 achieved level 2
- 37 ELL students in grades 4-8 achieved level 1

- Level one and two ELL students must be targeted for AIS services in addition to instruction given during the Literacy Block.
- Level three student must receive additional instruction in ELA. This can be done during the Extended Day Program and in the afterschool Extended Learning Time program.
- Instruction in ELA must be differentiated to meet the needs of ELL students and include focused supports for ELL students using data from ELL periodic assessments and NYC performance assessments.

After a review of the results of the 2013 Math exam taken by ELL students :

2 ELL students in grades 4-8 scored level 3 or above on the exam.

6 ELL students in grades 4-8 scored level 2 on the exam.

36 ELL students in grades 4-8 scored level 1 on the exam.

#### Implications for Instruction

- Level one and two ELL students must be targeted for AIS services in addition to instruction given during the Math Block.
- Level three students must receive additional instruction in Math in addition to the regular math block. This can be done through the Extended Day Program afterschool.

- Instruction in the EveryDay math classroom must be differentiated to meet the needs of all ELL students. Visual representation of math operations, opportunities to articulate the processes used to solve problems, and small group instruction must be used by all classroom teachers to provide authentic instruction for ELL students.

- ELL classrooms must be monitored for delivery of instruction and adherence to the mandated curriculum.

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](#).)

Paste response to question here:

All students are screened to provide a baseline of student academic performance. ELL students are screened using the HLIS for home language and biographical information, LAB-R for new Kgn. admits, NYSESLAT for English language acquisition. ELL students are also screened for baseline academic performance using the DIBELS for phonemic awareness, phonics, letter sound recognition, fluency & reading comprehension, Running Record for reading comprehension and reading skills, NYC Performance assessments for Common Core Standards mastery. ELL Baseline data is used to group students for ESL instruction according to NYSESLAT category. Academic baseline data is used to group students for differentiated instruction, academic interventions and afterschool programming.

Classroom teachers are provided with Common Core Curriculum materials and instructional support from ESL teachers who push in to assist students with accessing the Core Curriculum. Classroom teachers receive training on best practices in ELL instruction to provide a strong differentiated core instructional program. Classroom teachers monitor progress through daily/weekly formative assessments to adjust and individualize instruction for ELL students. ELL students who are not making progress are identified for additional more intensive support and services.

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

Paste response to question here:

ELL student English language acquisition is screened through the NYSESLAT assessment. Students are then grouped accordingly as Beginners, Intermediate, Advanced or Proficient. Each group is targeted for explicit instruction in English by ESL teachers during instructional pull out periods as indicated by category. The Rosetta Stone classroom language program is used by ESL students weekly to provide an individualized interactive english language development experience for each student. ELL students are targeted for participation in the Title III Afterschool program for supplemental instruction in English.

Native language supports are provided to ELL students through classroom libraries in their native language as well as in the school library. Students work on computer software on math and ELA that provides instruction in their native language. All ELL students work on the Rosetta Stone Classroom program that provides instruction in English language acquisition with Native language support. Students are also paired with a buddy student who speaks their language but is either advanced or proficient at speaking english.

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?

Paste response to questions here:

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

Paste response to question here:

The success of our ELL instructional program is evaluated through monthly analysis of student work samples to track improvement in academic achievement and language acquisition, Student movement from beginner to proficient on the NYSESLAT exam is also used to evaluate the effectiveness of the program. ELL student achievement on the NYS ELA and MATH exams are analyzed to determine increases in ELL students who score level 3 and above as compared to the previous year to track effectiveness of the program. We also review ELL student scale scores on NYS ELA/MATH exams to determine improvement in the number of questions answered correctly.

## 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](#).)

Paste response to question here: 1.

During registration in September, certified ESL teachers along with the Parent Coordinator, assist the parents/guardians of new students with the completion of registration documents. All registering Parents/Guardians are assisted in completing the Home Language Identification Survey (HLIS) by certified ESL Teachers with the help of native language translators (if needed). The ESL Teachers, with the help of native language translators (if needed) conduct the initial informal interview of newly enrolled ELLs and their parents at this time. If the HLIS indicates that a language other than English is spoken in the home, parents/guardians are notified that their child/children will be placed in an age appropriate class in our school and administered the Language Assessment Battery Revised to determine their eligibility for English Language Development Support Services within ten days. Parents/Guardians are told that they will be notified by mail and phone outreach (with native language translation) of their child's/ children's status and invited to a parent orientation meeting for newly enrolled ELL students within 10 days of student enrollment,

During the parent orientation meeting, parents/guardians will view the ELL Orientation video and be provided with written information (in their native language) explaining the types of programs available for ELL students in our school and in other locations in our district. During this orientation meeting, parents/guardians will be assisted with completing the Parent Survey and Program Selection Form. The ESL teachers facilitating the meeting will explain that programs that are not currently available in our school will be established if there are enough students to create a new class. Parents/guardians will also be told that they will have to register their child/children at another school where the program they want is available if there are not enough students to create the new class. ESL teachers will collect and review the Parent Surveys and Program Selection Forms and discuss program placement with the parents/guardians. Within 10 days, parents/guardians will receive notification of their child's/children's program placement and class designation. The English language acquisition is assessed for all ELL students annually using the NYSESLAT (New York English as a Second Language Assessment Test). Students are designated as Beginners, intermediate, Advanced, or Proficient according to their score on this test. Instructional interventions and the duration of their ESL instructional time is adjusted according to their designation. Parents/guardians are notified of student test results by ESL and Classroom teachers during parent-teacher conferences (with native language translators if needed). Students who are designated as proficient by the NYSESLAT are provided with additional academic intervention services and ESL services as needed.

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.

Paste response to question here: 2. Parent orientation meetings for prospective ELL students are held within 10 days of student enrollment. Flyers in English, Spanish, and Arabic (dominant languages of school and surrounding community) are sent home with students and posted in the community to notify parents. At the orientation, certified ESL teachers, Mr. Fuentes and Ms. Chen, and the Parent Coordinator provide documents explaining the types of programs available for English language learner students in NYC public schools and in our school. Parents also view the ELL Parent Orientation video at this time. All handouts are provided in English and the dominant native languages spoken in the community. Parents then select an ELL program and complete the Program Selection Form. If parents choose a program that our school does not currently offer, we keep records of the parents' contact information in order to notify parents if/when the program of choice becomes available.

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

Paste response to question here: 3. Parent Surveys and Program Selection Forms are collected during the Parent Orientation meetings. If these forms are not returned, school staff, who speak the parent's/guardian's language, will reach out to parents by phone. Family worker will make a home visit to collect the document if phone outreach is not successful. Entitlement letters in English and the native language spoken by the parent/guardian are mailed. Parents/guardians will also receive notification by phone in their native language. Parent surveys and Program Selection forms are collected and stored in yearly binders in the Principal's and ESL Office. Continuing Service letters are mailed and backpacked home to parents in their language. ESL teachers follow up by calling the parents to ensure that they received the letter and will return the signed copy. Home visits are made if the signed letter is not returned. The AIs reports used to determine NYSESLAT eligibility are the RNMR and the RBPS.

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.  
Paste response to question here: To place an identified ELL student in a bilingual or ESL instructional program we assess the Parent survey and Program Selection form that indicates the Parent's preferred program placement for the child.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Paste response to question here: 5  
English language acquisition is assessed for all ELL students annually using the NYSESLAT ( New York English as a Second language Assessment Test). Two ATS reports are used to determine student eligibility for NYSESLAT testing - the RLER , which lists the eligible ELL students and the RLAT- the report that shows students NYSESLAT exam history (3 yrs.) and LAB-R scores. Students are designated as Beginners, intermediate, Advanced, or Proficient according to their score on this test. Instructional interventions and the duration of their ESL instructional time is adjusted according to their designation. Parents/guardians are notified of student test results by ESL and Classroom teachers during parent –teacher conferences (with native language translators if needed). Students who are designated as proficient by the NYSESLAT are provided with additional academic intervention services and ESL services as needed.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Paste response to question here: From 2011 – 2013, the trend in parent/guardian preference for English Language Support Services has been for the Free Standing English as A Second Language program. The number of parents/guardians who requested this program each year are as follows:  
2011-12 : 15  
2012-13: 25  
2013-14:  
The program model offered at our school – Free standing English as a Second Language- is aligned with the requests of our parents/guardians as indicated by their Parent surveys and Program Selection Forms.

## 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])?

To ensure the achievement of high academic standards and to accommodate the diverse needs of English language Learners, P.S. 111Q will provide rigorous ESL instruction by certified ESL teachers. Push-in and Pull –out (as needed) ESL services will be provided to the 61 General Education and Special Education ELLs whose parents have opted out of the Bilingual program. Beginning and Intermediate students receive a minimum of 360 minutes of ESL instruction in two period blocks, 5 times a week. Advanced students receive a minimum of 180 minutes of ESL instruction, one period a day, five times a week. To ensure ELLs will meet all NYS performance and Learning standards, P.S. 111Q has aligned all programs for ELLs with the comprehensive Core Curriculum in Literacy and Math

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)?

∴ Paste response to question here:

As per CR Part 154 Regulations, Beginning and Intermediate ELLs receive a minimum of 360 minutes of ESL instruction in two period blocks, 5 times a week. Advanced students receive a minimum of 180 minutes of ESL instruction, one period a day, five times a week. To ensure ELLs will meet all NYS Performance and Learning Standards, P.S. 111Q has aligned all programs for ELLs with the Comprehensive Core Curriculum State Standards in Literacy and Math. ELL students are heterogeneously grouped in grade level classes where ESL teachers push in for ELA and MATH instruction. Students are pulled out and instructed in NYSESLAT identified groups for ESL instruction.

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.

Paste response to question here: Students in grades K-3 receive explicit instruction in reading using research based reading strategies and materials from the Common Core Curriculum . K-3 ELLs receive instruction in reading during a 150 minute Literacy block using ReadyGen and Foundations materials, instruction is differentiated through small group instruction using the ELL Intervention Kit and ELL leveled libraries.. They receive instruction in vocabulary development during the block using Wordly Wise. ELLs in grades 4-8 will be receiving instruction in Balanced Literacy through ReadyGen and Scholastic Codex. . Science and Social Studies Instruction are integrated into the workshop model through the use of non-fiction texts and inquiry based projects with the support of Science and Social Studies Cluster teachers. The 100 Book Challenge program provides leveled trade books for students to read to improve fluency and comprehension. Students set reading goals and monitor their progress toward their goal. The Rosetta Stone Classroom program is used in the classroom to individualize language acquisition for ELL students. Students learn English in an immersive, personalized environment. Classroom teachers can monitor student progress using the built in management tool. Rosetta Stone Classroom is a supplemental computer language system that complements classroom instruction. Special Education and General Education students receive the same instructional programs with modifications based on students' Individual Educational Plans.

Students receive explicit instruction in Mathematics through the Go Math curriculum in grades k-6 and the Connected Math (CMP3)curriculum in grades 7-8.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
 Paste response to question here: The Spanish LAB R is administered to newly identified Spanish speaking ELLS to assess the level of literacy in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 Paste response to question here:  
 ELLS are evaluated in all four modalities of English Language acquisition through formative assessments and summative assessments in listening/note-taking, writing, speaking( class participation and presentations), and reading - running records, reading logs, etc...
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).

Paste response to questions here:

**PLAN FOR SIFE STUDENTS**

Students who have sustained interruptions in their formal education will be provided with an individualized educational plan that addresses their unique situation. These students will be assessed in literacy and math using the Acuity assessments in math and the NYSESLAT. Student assessment data will be reviewed by the ESL Committee and an individualized plan of instruction will be developed for each student. Students will be provided with supplemental instruction in English through the Rosetta Stone classroom program. This program will allow students to immediately begin learning English at their own pace with native language assistance. SIFE students will also be able to begin learning math at their individual level through the use of the STmath program. This is math software that allows students to learn and apply math concepts without the use of language. Classroom teachers/ESL teachers can monitor student progress in math and language acquisition through the administrative reports generated by these programs. SIFE students will be provided with explicit instruction in ELA by classroom teachers and ESL teachers who will push in during ELA instruction to assist. SIFE students will also receive academic intervention services as indicated by diagnostic assessments. Guidance support will be provided as needed.

**Plan for ELL students in US less than 3 Years (Newcomers)**

Newcomers in grades K-3 will receive explicit instruction in phonics, phonemic awareness, vocabulary development, comprehension, and fluency through the Reading First curriculum during the Literacy block. Certified ESL teachers will service the newcomers through a Push In/ Pull Out (as needed) model. Initial assessments ( LAB-R, DIBELS) will be given to Newcomers to determine beginning benchmark – ongoing progress monitoring will be used to follow progress toward proficiency. Newcomers in grades 4 -8 will be targeted by ESL teachers for Pull out in addition to regular push in schedule to work on vocabulary development and language acquisition using ReadyGen. . ESL and Classroom teachers work collaboratively to support the learning of ELL students.

**Plan for Long Term Ells**

Long term ELLS will receive supplemental instruction in vocabulary development, comprehension, fluency, writing via a pull-out academic intervention program. These students will be targeted for inclusion in the ELL afterschool program for additional instruction in language acquisition and preparation for the NYSESLAT EXAM. Progress of these long term ELLs will be monitored monthly.

**Plan for Former ELLS**

Former ELLS are provided with the following transitional supports:

1. They receive all ELL testing accommodations
2. Former ELLS participate in the Title III afterschool program to strengthen their language development
3. ESL teachers continue to provide classroom support for them as needed.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here: Plan for ELL Students in Special Education Classes.

All Special Education classes utilize the same Common Core curriculum and materials as the General Education classes in P.S.111Q as mandated by the NYS Education Dept. and the NYCDOE. Special Education teachers receive training in best practices in instruction for English Language learners from CFN 410 Achievement coaches and Magnet Program Coordinators. Coaches work with teachers to modify materials as indicated by students IEPs. ELL SWDs participate in the same vocabulary development program as all students do- Wordly Wise- learning grade specific and academic vocabulary.

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?

Paste response to question here:

ELL-SWDs who are eligible for accelerated classes in ELA, Math, or Science mainstream into higher level classes as indicated with a paraprofessional for support . ELL-SWDs receive targeted instruction during the 37.5 minute Extended Day period from additional staff who push in to reduce class size and provide individualized instruction.

### 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

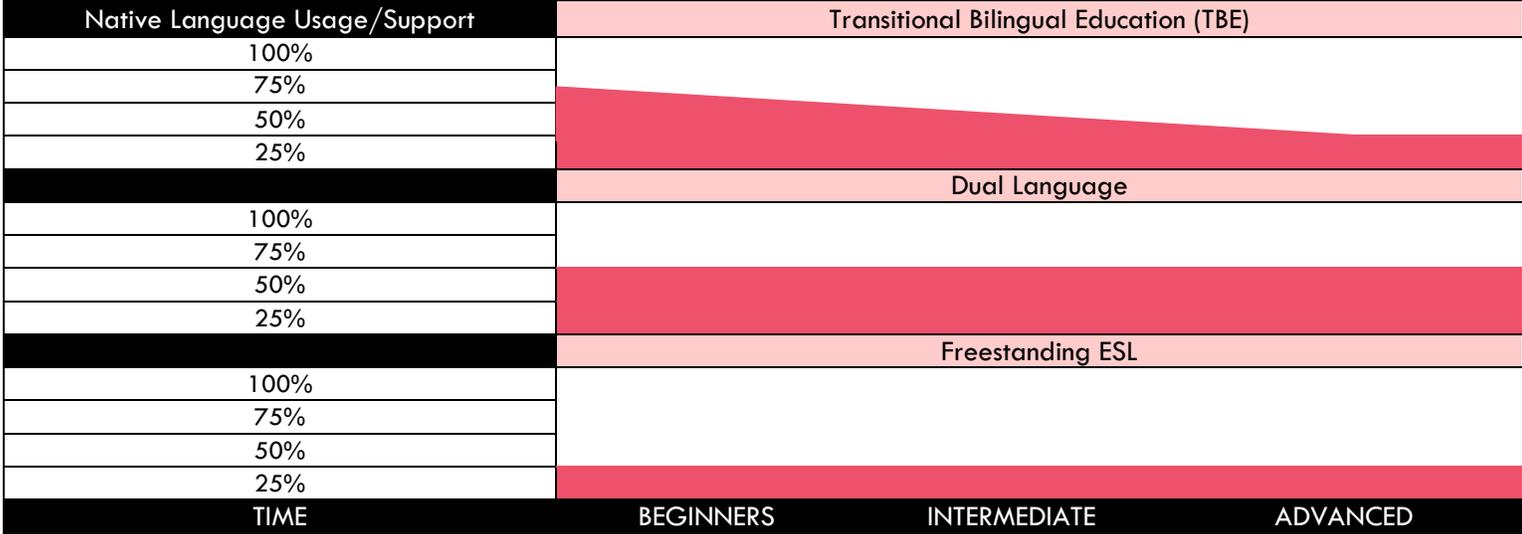
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Title III after-school program has been designed to service ELL students from grades K-8. Two certified ESL teachers teach classes on Tuesdays and Thursdays from 3:00pm to 5:00pm. One class will service approximately 15 Beginner ELL students in grades K-2. The second class will service 15 Intermediate students in grades 3-8. Students will be placed in these classes according to the achievement levels of the NYSESLAT. Students will receive intensive instruction in English language acquisition and prepare for NYSESLAT testing.

Academic Intervention Services – English Language Learners that are not receiving ESL are serviced by AIS teachers in the classroom and during small group pull out instruction and after school in the Extended Learning Time program.

Extra Instructional period- ESL students receive additional instruction from ESL teachers during the 371/2 minute extended day.

Guidance/ Attendance- ESL students are also provided with guidance services from the school guidance counselor and attendance improvement and counseling from Partnership with Children in their native language. Translators are provided when needed. Western Queens Consultation also provides mental health services in native language.

Instructional materials

The Instructional materials used to support the learning of ELLs are:

### LITERACY

Grades K-6 ReadyGen Literacy

Grade 7-8 Scholastic Codex Literacy

Vocabulary development: Wordly Wise 3000

Foundations

100 Book Challenge- Leveled Libraries- Eng.

Rosetta Stone Classroom- Language immersion program (Eng.)

### MATH

Grades K-6 GoMath! Program

Grade 7-8 CMP3 (Connected Math)

### ESL AFTERSCHOOL PROGRAM

Reading - ELL Native Language Classroom Libraries in Spanish and Arabic

100 Book Challenge leveled libraries- Eng.

Vocabulary Development: Rigby "Moving into English"

"Getting Ready For The NYSESLAT" - Test Prep program

Rosetta Stone Classroom

Rosetta Stone Classroom is a language program being used to supplement the "push-in" instruction provided by the ESL teachers. Teachers and administrators had identified the need for some type of language acquisition program that would allow non-english speaking students to immediately begin learning on their first day of school at faculty conferences and grade meetings. The LAP committee researched several language acquisition programs and determined that the Rosetta Stone Classroom program would address this need. The Rosetta Stone Classroom program provides an immersive and personalized English learning experience for a wide range of students. The programs features- such as speech analysis tools, grammar and spelling components and predefined course templates – complement instruction in the classroom and allow the diverse group of students to attain language skills at their own pace.

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

Paste response to question here:

A review of student scale score data from the 2013 ELA and Math exams indicated that ELL students achieved higher scale scores on these exams than their English speaking counterparts. A review of the 2013 Nyseslat indicated that there are more students scoring as Intermediate and Advanced than there are students scoring beginner. Students are moving forward from Intermediate to Advanced in larger numbers. We believe that our ELL instructional programming is positively effecting ELL student achievement . We would like to accelerate this impact so that more ELL students are scoring at level 3 and above.

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

Paste response to question here:

The improvements that we will be making in instruction for the 2013-2014 school year will be to compile assessment data on all ELL students and then analyze this data to more effectively address their academic and language needs. We will form an Eittee to more effectively monitor the monthly progress of all ELL students- analyze student work samples- monitor ELL instruction- and provide more targeted support for students.

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

Paste response to question here: We will not be discontinuing any programs/ services for ELLs this school year.

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

Paste response to question here: All students including ELLs and SWDS are provided access to all afterschool programming in P.S. 111Q. All students are invited to participate in the BELL Out of School time program that provided academic tutoring and enrichment activities afterschool from 3:00pm - 6:00pm. All students are invited to participate in any afterschool event via parent notices and permission slips.

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

Paste response to question here: Students in grades K-3 receive explicit instruction in reading using research based reading strategies and materials from the Common Core Curriculum . K-3 ELLs receive instruction in reading during a 150 minute Literacy block using ReadyGen and Foundations materials, instruction is differentiated through small group instruction using the ELL Intervention Kit and ELL leveled libraries.. They receive instruction in vocabulary development during the block using Wordly Wise. ELLs in grades 4-8 will be receiving instruction in Balanced Literacy through ReadyGen and Scholastic Codex. . Science and Social Studies Instruction are integrated into the workshop model through the use of non-fiction texts and inquiry based projects with the support of Science and Social Studies Cluster teachers. The 100 Book Challenge program provides leveled trade books for students to read to improve fluency and comprehension. Students set reading goals and monitor their progress toward their goal. The Rosetta Stone Classroom program is used in the classroom to individualize language acquisition for ELL students. Students learn English in an immersive, personalized environment. Classroom teachers can monitor student progress using the built in management tool. Rosetta Stone Classroom is a supplemental computer language system that complements classroom instruction. Special Education and General Education students receive the same instructional programs with modifications based on students' Individual Educational Plans.

Students receive explicit instruction in Mathematics through the Go Math curriculum in grades k-6 and the Connected Math (CMP3)curriculum in grades 7-8. )

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here: Native language supports are provided through classroom libraries in students' native languages as well in the school library. Students work on computer software in math and ela that provides instruction in their native language. All ELL students utilize the Rosetta Stone Classroom Program that provides instruction in English language acquisition with native language support. Students are also paired with a buddy student who speaks their language but is either advanced or proficient on the Nyseslat.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Paste response to question here:

All required services, support , and resourcesare administered to ELL students after careful analysis of student biographicl and academic data to determine if they are age and grade appropriate. ESL teachers work closely with school admin., classroom teachers, and SBST to individualize instruction for all ELL students.

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.

Paste response to question here: Our school is not open during the summer so we do not have a venue to create activities to assist newly enrolled ELL students before the new school year. Our summer school site (PS. 166Q) does offer an ELL summer program for grades 3-5 and our students are invited to attend each summer. In September, Parent workshops and Orientation meetings are held by ESL teachers and parent Coordinator to acclimate new students and parents to our school.

18. What language electives are offered to ELLs?

Paste response to question here:

All students in grade 7-8 are offered Spanish as a language elective.

19. For schools with dual language programs:

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

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

Paste response to questions here: ESL teachers are attending a monthly series of Institutes on best practices in ELA and Math Instruction for ELL students being facilitated by CFN410 which began in October 2013. Classroom teachers will attend ongoing professional development workshops scheduled by the Office of ESL and Bilingual Education for the 2013-14 school year as well as training scheduled by CFN410 and Magnet program. ESL teachers and Coaches will provide additional training to classroom teachers during the school year.

All teachers of ELLs will receive a minimum of 7.5 hours of training in the methodology and best instructional practices for teaching ESL through the content areas. This training will be provided during weekly PD sessions, monthly grade conferences, Chancellors professional development days, professional development sessions provided by CFN#410 staff developers, etc... ESL teachers and school administrators will attend QTEL Institutes as scheduled during the 2013-14 school year. All teachers of ELLs have received professional development on the following topics:

Common Core Learning Standards \ ELL Interventions  
NYSESLAT/ ELL PERIODIC ASSESSMENTS ANALYSIS  
Best Practices in ELA for ELLS  
Technology for English Language Learners  
Best Practices in Math for ELLS

ELL students receive transitional support from the Guidance Counselor when they are preparing to graduate from our 8th grade and go to high school. The Guidance counselor (with assistance from native language translators) assists ELL students in the selection of high schools based on their interests and language needs.

Professional Development documentation for the 7.5 hours of mandated training is kept on file by the Payroll Secreatry and in the ESL Binder.

## D. Parental Involvement

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

Paste response to questions here: Two Parent Orientations will be held – one in September 2013 and the other in January 2014 for parents of newly enrolled ELLs--to provide them with information about program offerings. Translators will be available for parent orientations and informational materials will also be available in the parent's home language. An ELL parent workshop will be conducted in January, prior to the administration of standardized tests, to review strategies to assist their children to prepare for examinations and to meet instructional standards.

Parents of incoming ELL Kindergarteners will be invited to attend an informational session on the overview of P.S. 111's ESL program and to take a tour of the school. This session has been scheduled for the end of June 2014. Another session will be planned before the start of the school year 2014- 2015. Interpreters will be provided for parents who need translation.

P.S. 111Q partners with the Queens Library - LIC Branch - to provide English as A Second Language, job skills, and computer training to the parents of ELL students in our school.

The needs of all parents are assessed through surveys, the Learning Environment Survey, parent feedback during Parent Teacher conferences and visits to school..

1. P.S./ I.S.111Q Jacob Blackwell will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Meet with the PTA Executive Board to discuss development of school parental involvement plan
- Organize parent meetings to discuss parent preferences for involvement with school curriculum, events, etc...
- Work with School Leadership Team to develop the school's parent involvement plan.
- Enlist the aid of the Parent Coordinator with parent outreach to gather information for the school parental involvement plan and to disseminate the completed plan to parents.

2. P.S./ I.S.111Q Jacob Blackwell will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parents will be included on the Annual Quality Review to evaluate all aspects of the school facility and instructional program
- Parent surveys will be distributed to determine parental perceptions of effectiveness of the school's curriculum and instructional techniques.

3. P.S./I.S.111Q Jacob Blackwell will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Parent workshops will be provided weekly during and after school by school staff on such topics as Balanced Literacy, NYS Assessments, Go Math, Improving student achievement, Health, Nutrition, Parenting Skills, technology, etc....
- Parent Coordinator will organize and present ongoing cycles of parent workshops, parent events, social events, and informational packets.

4. P.S./ I.S.111Q Jacob Blackwell will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [such as: ReadyGen Literacy, Balanced Literacy, Go Math, BELL, Learning Leaders], by:

- Parent workshops to discuss the components of ReadyGen Program and assessments, tips for helping students with literacy at home.
- Parents will be invited to special events organized by BELL to highlight student projects completed through the program
- Parents work with Librarian and Literacy coach to develop plan for helping students learn literacy at home
- Parents participate in Learning Leaders training program and then volunteer in the school to assist students.

5. P.S./I.S.111Q Jacob Blackwell will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of

parents) its parental involvement policies.

- Evaluation will be conducted by School Administration, PTA and School Leadership team.
- A questionnaire will be developed based on the components of the School Parental Involvement Plan and distributed to school staff and parents to complete.
- Parental attendance at school events and conferences will be monitored and tallied.
- The results of the evaluation of the school's parental involvement plan will be shared and discussed with parents at PTA meetings.

6. P.S./ I.S.111Q Jacob Blackwell will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Ongoing "Parent Academy" workshops given by school staff and parent conferences presented by District 30 ISC or NYCDOE Office of Youth Development and Family Engagement.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Computer training workshops to show parents how to use the skills, software, and projects their children are creating in school.
- Creating web pages, blogs, PowerPoint presentations
- Participation in video conferences with other parent groups, educational institutions, etc...
- Computer workshops showing parents how to access school/ student information through the use of the NYC Dept. of Education webpage, ARIS, etc...

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Attending workshops on cultural differences, hosting joint staff/parent events – both academic and social.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Learning what the assessment data for each programs means for their child; learn how to work with students at home to increase literacy achievement.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- All school written communication will be available in the language spoken by the parents.
- Translations will be available at school events, conferences, meetings in the languages spoken by the parents
- School communications (notices, newsletters, etc.) will be backpacked in a timely manner. Special communications will be mailed when necessary.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: **JACOB BLACKWELL**

School DBN: **30Q111**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Randy Seabrook	Principal		1/1/01
Judith Rios	Assistant Principal		1/1/01
Trecia Parsons	Parent Coordinator		1/1/01
Li Yueh Chen	ESL Teacher		1/1/01
Katrina Harris	Parent		1/1/01
Carlos Fuentes	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Maryellen Tsangalidis	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: **30Q111** School Name: **JACOB BLACKWELL**

Cluster: **4** Network: **410**

**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.

Parents of ELL students would tell Spanish speaking school staff that they did not understand the school notices because they did not speak English. We determined from parent feedback and observation that we needed to translate all school parent notices into Spanish, and other languages for our ELL parents.  
As a result of observation we made of the number of ELL parents who attended our school wide events and the verbal input from ELL parents about their needs, we determined that there was a need to have translators on site for all school parent training workshops, informational workshops, parent-teacher conferences, etc.  
A survey was sent home that assessed the needs of parents of English Language Learners for translation services.  
The School Report Card was analyzed to determine the ethnic groups of our school and languages spoken.  
Home Language Surveys were evaluated and student language and nation of origin determined and added to student biographical data on ATS. Student ethnicity report was generated from this data.

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.

As a result of our written translation and oral interpretation needs assessments, we found that:  
Parents/Guardians of ELL students want all written communication translated into their native language. The predominant languages of our student population are English, Spanish, Arabic, and Urdu.  
Parents/Guardians want Native Language Translators provided during Parent -Teacher conferences and any other individual conferences with school personnel to discuss student progress.  
The school community is provided with information about the translation services being provided in our parent newsletters, phone outreach (school news) and Parent notices from Central.

## 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.

Notices that are backpacked home to parents are translated into Spanish by School staff who are fluent in that language. Notices that are not provided in all school languages by the DOE will be translated by school staff who are fluent in the required language. Notices that need to be translated into Arabic will be sent to the Translation Division. Notices that will be sent home to parents will be in all languages pertinent to our school community. They will be prepared and distributed simultaneously with the English version.

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

Oral interpretation services will be provided at each meeting and/or workshop to meet the needs of our community. These services will be provided in house by either school staff or parent volunteers. Parent Orientations will be held to communicate information about the school's academic programs and student participation. Parent Tutorial workshops will be held to enhance parent's understanding of academic standards, assessments and results (ELA, Math, Test Prep, Interim Assessments, etc.) Translators will be obtained from vendors recommended by Central as needed.

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>.

The needs of the parents will be determined through parent feedback and surveys. All Parent notifications will be translated into the native languages of our parents as indicated by the HLIS, Parent Needs Assessment, parent feedback and observations. Oral Interpreters will be provided for all Parent meetings and school events.