



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	11X078
School Name:	THE ANNE HUTCHINSON SCHOOL
Principal:	CLAUDINA SKERRITT

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Anne Hutchinson School School Number (DBN): 11X078
School Level: Elementary Grades Served: Pre-Kindergarten – Grade 5
School Address: 1400 Needham Avenue
Phone Number: (718) 652-1244 Fax: (718) 231-2756
School Contact Person: Claudina Skerritt Email Address: cskerri@schools.nyc.gov
Principal: Claudina Skerritt
UFT Chapter Leader: Tamika Tolliver
Parents' Association President: Carol Richards
School Leadership Team
Chairperson: Tamika Tolliver
Student Representative(s): _____

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Avenue
Superintendent's Email Address: Mlopez9@schools.nyc.gov
Phone Number: (718) 519-2620 Fax: (718) 519-2626

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 534 Network Leader: Ben Waxman

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)
Claudina Skerritt	*Principal or Designee	
Tamika Tolliver	*UFT Chapter Leader or Designee	
Carol Richards	*PA/PTA President or Designated Co-President	
Jeannette Roman	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	
Julian Brady	Member/UFT	
Christine Infelice	Member/UFT	
Natoya Dussard	Member/Parent	
Lisandra Silva	Member/Parent	
Ana Gonzalez	Member/Parent	
Nichala Laramy	Member/Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

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

The P.S. 78 – Anne Hutchinson School community is fully engaged in our school motto “Working Smarter for Student Success.” We are committed to providing a nurturing and challenging environment, which will enable all students to achieve high academic standards. We envision our students developing into lifelong learners, active thinkers, responsible and caring citizens. Towards this mission, we work collaboratively with students, staff, parents and the community to prepare our students for college and career opportunities. We are a Pre-Kindergarten to Grade 5 School, located in the northeast Baychester area of the Bronx. Our ninety year old building is well kept accommodating just over eight hundred students and one hundred adults. Our unique characteristic is in our ability to build school capacity from within. We have teachers who transitioned into the role of assistant principal and four paraprofessionals who are now teachers. Many teachers are currently serving as leaders, facilitators, academic intervention support and coaches. The principal's leadership team is comprised of supervisors and lead teachers in the building. Through creative scheduling, weekly common planning has allowed us to plan more thoughtful lessons based on the needs of our students. With the addition of Marvelous Mondays and Tuesday Time, teachers continue to utilize common planning to provide rigorous instruction to our students.

As a Positive Behavior Intervention and Support (PBIS) school, we know the importance of focusing on the whole child; academically, socially and emotionally. Through this initiative we have made great strides in improving student behavior and school tone. To build on our PBIS efforts, we partner with the Astor Mental Health Clinic. This agency provides on-site counseling services for identified students and their families. Primary services include initial referral review and intake, individual therapy and counseling, anger management counseling, and family outreach and support. Students and their families are also referred to the Astor Clinic for extended support as needed. All services are provided by a Certified Social Worker three days a week. Services are open to all students, but most students referred to the clinic are students with Tier 3 / Tertiary Intervention plans, which include referral to guidance counselors, and creation of FBA/BIP plan in addition to support from the Astor clinic. To further support the social emotional development of our students we are implementing Leader in Me, a character development model based on The 7 Habits of Highly Effective People: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, and Seek First to Understand Then to be Understood, Synergize and Sharpen the Saw. Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st-century. Our goal is to embed the leadership habits in all facets of school culture and extend to home and the community at large. We are in our first year of implementation and focusing on the first three habits; which will help us secure the “private victory”.

In terms of strengths, our Elementary School Quality Snapshot and corresponding Guide indicates “Excellent” (ELA) and “Good” (Math) for our lowest performing students. The snapshot also indicates “Excellent” (ELA & Math) for our Students with Special Needs. In the area of Student Progress, our lowest performing students exceeded peer and city results for both ELA and Math. In ELA, students progressed 80% in comparison to peer and city averaging at 74%. In Math, students progressed 76% in comparison to peer and city averaging at 72%. In Closing the Achievement Gap, 25% of SETTS students scored Level 3 or higher in ELA. Students with Special Needs showed significant progress within 75th percentile or higher: 57% in ELA and 61% in Math. Our greatest accomplishment has been in our efforts to continue to build consistency and transparency in pedagogical practices. As a school, we have identified five common practices that we are developing into our best practices: modeling, turn and talk, instructional focus – evidence based responses, monitoring / tracking and student feedback. During several Marvelous Monday collaborative professional learning sessions and ongoing discussions we are closer to closing the implementation gap in pedagogical practices. Our greatest challenge is refining and adapting the curriculum aligned to the demands of CCLS (3.3). Also, deepening inquiry practices across teacher teams ensuring instructional practices and strategies are aligned to the data (4.2). In addition,

have an effective plan with specific protocols that allow all stakeholders to have an active role in addressing student needs and increasing school yearly attendance patterns. (5.4).

The DTSDE Tenet in which our school made the most growth the previous year was (2.4) systematic plan for conducting targeted and frequent observations, providing actionable feedback and tracking progress of teacher practice. Through collaborative action plans, classroom visits with actionable feedback, inter-visitations and workshops, teachers moved across the continuum in identified areas (1e, 3b & 3d). Data substantiated a need for us to continue to hone in on the identified components. School MOTP results indicated 3b (2.11), 3c (2.26) and 3d (2.21). As a result of ADVANCE data, teachers work in Cohorts and Study Groups focusing on areas requiring improvement. Another area of growth was (3.2) quality implementation of rigorous and coherent curricular appropriately aligned to CCLS. Last year, we began our journey with the core programs (ReadyGen and Go Math!) recommended by the DOE. Both programs are rigorous, aligned to the instructional shifts of CCLS and differentiated instruction. Through collaborative planning, teachers were given ample opportunities to familiarize themselves with both programs and make adjustments based on the needs of their students. In June 2014, teachers created a pacing calendar outlining the work ahead. Based on the experiences last year and student needs, in ELA, teachers have adjusted aspects of ReadyGen and are guided by our school created lesson plan template, Reading Flow Chart and Writing Framework. In math, designated teachers from each grade met and created a ten month Pacing Calendar which includes daily lessons, Problem Solving Strategies and games / activities for each Chapter / Critical Area. At those sessions teachers also made modifications to the pacing based on data from the previous year. The cluster team has been utilizing the Backward Design and projects based learning methodology to create units and lessons that are aligned to the CCLS, as well as, the respective content area standards. All units plans are comprised an end unit project which serves as part of the authentic assessment process. Clusters meet as a group to discuss and reflect on their assessments at the end of the unit to determine what adjustments are required. We are now in the process of curriculum adaptation and refinements. In ELA and writing, teachers are looking at their current module mapping out each lesson in terms of the standards, instructional focus and essential question. In math, teachers are using the Backward Design to plan the upcoming chapter in terms of standards, performance task and end of chapter assessment.

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	803	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.2%	% Attendance Rate		89.1%	
% Free Lunch	83.0%	% Reduced Lunch		5.7%	
% Limited English Proficient	5.1%	% Students with Disabilities		17.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American		77.3%	
% Hispanic or Latino	19.2%	% Asian or Native Hawaiian/Pacific Islander		0.9%	
% White	1.6%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.44	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.7%	Mathematics Performance at levels 3 & 4		15.5%	
Science Performance at levels 3 & 4 (4th Grade)	66.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	

Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Although our students made good gains in Student Progress for our lowest third, our growth percentile for ELA was 57% in comparison to peer (62%) and city (63%). In math, our growth percentile was 54% in comparison to peer (62%) and city (61%). However, in the area of Student Achievement, only 11% in ELA and 15% in Math achieved a Level 3 or above on the State Exam. The results indicate a decrease of 3% in ELA and a 1% increase in Math. The average student proficiency for ELA was 2.20 and math 2.28. As we further analyzed our Universal Screening Tool - iReady data, we noted high percentages of students below in overall reading Level, phonics and comprehension informational texts. Our School had a PFSQR review in May 2014 and received an "Effective" in Tenet 3.3. However, after careful analysis of the SOP 3.4 and 3.5, we self-rated our performance in those statements a "Developing." Below is a summary of the DTSDE findings

3.3 DTSDE Findings:

Teachers should use student work with respect to the academic tasks to adjust and refine their lesson delivery. As they revise their lesson pacing based on the prior day's learning outcomes, teachers resort to a variety of practices to meet students' areas of difficulty at mastering rigorous tasks.

3.3 DTSDE Recommendations

In order for the school's strategy and practices to align with the Highly Effective rating on the DTSDE rubric, aligning curriculum across and within grades to Common Core Learning Standards to challenge and engage all students, including students with disabilities and English language learners to build strong critical thinking skills.

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, as measured by the Universal Screening Tool – I-Ready, in the areas of Phonics and Information Comprehension – there will be a 5% increase of students scoring at or above levels in the identified areas using school and classroom data to collaboratively develop unit and lesson plans to meet the demands of CCLS and grade level DDI protocols.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher will administer cycles of I-Ready (September, February and early June) to monitor the progress of all students with professional development opportunities for teachers.	The entire school community	September 2014 – June 2015	Point Person: Supervisors Data Specialist Teachers
Teachers will work collaboratively to align instruction to content and CCLS, refining existing units and lesson plans during our Marvelous Monday Sessions. Special Education and ELL teachers will join weekly curriculum team meetings to share and model instructional strategies that support access to academic content for all learners.	Identified sub-groups General Ed. population	September 2014 – June 2015	Point Person(s): Supervisors ELA & Math Coach Special Ed. Liaison Teachers
AIS teachers will work with targeted students 3X per week on prescribed computerized programs	Bottom 1/3 Students	October 2014 – February 2015	Point Person(s): Supervisors AIS Teachers Literacy Coach Teachers
Parents will be trained during Tuesday Time on accessibility and techniques to support their child with assigned practice lessons	Parents of all students	January 2015	Point Person: Supervisors Data Specialist

Part 4 – Resources Needed

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

- Use of instructional coaches, team leaders, cohort and study group sessions for demonstration of modeling, developing norms and common language among teachers in the implementation of units
- Imagine Learning and I-Ready licenses; Data Specialist to support implementation
- Scheduling teams to conduct walkthroughs; teacher teams during Tuesday Time to foster common planning time and teacher collaboration

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

By February 2015, there will be a 2% increase of students scoring at or above levels in the identified areas as measured by the second cycle of i-Ready administration

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	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:

- 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.

Administration and faculty strongly believe that students learn best when they feel secure and respected. The two guidance counselors and Dean provide ongoing support to all students including English language learners (ELL’s) and Students with Special Needs. Students indicate that “whenever you have a problem, the counselors are always there to talk to me.” In addition to the School Survey, Grade 5 students facilitated debate sessions regarding their feelings about what needs to be changed in the school. The Student Council meets monthly with the coordinator to provide input into event planning and discipline. For the PFSQR review May 2014 we received a “Developing” in 5.4

5.4 DTSDE Findings:

Building on our school mission – culture of mutual respect for all, students should be known by at least one adult, code of conduct fully supported by all stakeholders: students, parents and teachers setting goals together based on student strengths and areas of need. Students are able to articulate progress they have made and the steps that need to be taken to meet their goals.

5.4 DTSDE Recommendations

In order for the school’s strategy and practices to align with the Effective rating on the DTSDE rubric, ensure system that includes students, teachers, administrators and parents working together to support and foster the social and emotional health of all students.

Part 2 – Annual Goal

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

By June 2015, as measured by the Leader in Me program expectations and school tone, all stakeholders will have addressed the first 3 of the 7 habits which are personal victory (Be proactive, Begin with the end in mind & Put first thing first) designed by Franklin Covey Education, demonstrating improvement in student social, physical emotional health and character development.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will participate in professional development delivered by Leader in Me Consultant and certified staff in the building	All staff members	September 2014 – June 2015	Point Person(s): Assistant Principal Consultant, Staff
Attendance Committee will monitor existing attendance plan and analyze attendance patterns, identify cohorts of at risk students and provide a system for one on one mentoring.	Members of Attendance Committee	September 2014 – June 2015	Point Person: Supervisors Identified Staff
Merging of PBIS and Leader in Me - having classrooms speak to the language of the matrix and habits. Rewards for following the Zone Expectations are: Movie Incentive (once a month), Cubz Tickets issued to students in the Zone to purchase prizes at the Butterfly Store (once a month), Incentive Trips (three times a year), Butterfly Gram Award (students selected weekly to receive award and name announced on the PA), Principal's Luncheon for students consistently in the Zone throughout the year	Entire School Community	September 2014 – June 2015	Point Person(s): Supervisors School Tone Committee
School will host parent sessions on school initiative – Leader in Me during Tuesday Time , School Leadership sessions and Monthly PTA meetings	All Parents	September 2014 – June 2015	Point Person(s): Supervisors SLT and Parent Involvement Committees

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Staff will be provided Leader in Me book and other resources to investigate and adopt strategies to improve behavioral outcomes for all students • The Leader in Me program; consultant to support implementation • Out of School Professional Development - LSCI • Leader in Me Study Groups; Leader in Me facilitators hosting learning walks

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By February 2015, as measured by Leader in Me Checklist, 40% or more of the student body will demonstrate leadership characteristics as measured by the indicators of the first three habits.

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 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Although our students made good gains in Student Progress for our lowest third, our growth percentile for ELA was 57% in comparison to peer (62%) and city (63%). In math, our growth percentile was 54% in comparison to peer (62%) and city (61%). However, in the area of Student Achievement, only 11% in ELA and 15% in Math achieved a Level 3 or above on the State Exam. The results indicate a decrease of 3% in ELA and a 1% increase in Math. The average student proficiency for ELA was 2.20 and math 2.28.

4.2 DTSDE Findings:

Teacher Teams should consistently use assessment practices to check for ongoing understanding, adjust instruction, and provide all students with opportunities for self-assessment, student progress towards mastery of learning objectives.

4.2 DTSDE Recommendations

In order for the school’s strategy and practices to align with the Effective rating on the DTSDE rubric, teachers provide students with challenging learning tasks that require the use of critical thinking, analysis and problem solving to encourage inquiry, collaboration and ownership among teachers and students with disabilities, English language learners and other sub-group by providing instructional interventions as per student need.

Part 2 – Annual Goal

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

By June 2015, all teachers will use appropriate data sources, including formative and summative assessments, progress monitoring tools and intervention for all students into Common Core aligned lessons, increasing student engagement resulting in a 3% increase in ELA and Math exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will receive Professional Development to further support the use of data to drive lesson planning and instruction with a focus on ensuring that tasks match the academic needs of the lowest third, SWDs and ELLs with network instructional support. Information will be turn keyed during collaborative planning sessions.	Literacy Coach Teachers of SWD's ELLS Special Ed. Liaison	October 2014 – June 2015	Point Person: Supervisors Literacy Coach
Teachers will create lesson plans that include UDL strategies for lowest third, SWDs and ELLs, differentiated instruction and tiered questioning. Teachers will meet during weekly team meetings to review and revise lesson plans and use data to drive lesson planning and instruction.	Teachers of SWD's and ELLs	September 2014 – June 2015	Point Person: Literacy Coach Math Coach Teachers Supervisors
Supervisors will engage in a variety of data discussions ensuring the alignment of assessments to common core in the improvement of student progress.	All Teachers	November 2014 – June 2015	Point Persons(s): Supervisors Literacy Coach Math Coach
Parents will attend quarterly meetings on child's progress and receive quarterly progress reports (October, January and May).	All Parents	September 2014 – June 2015	Point Person(s): Teachers SLT and Parent Involvement Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Use of Marvelous Mondays and Tuesday Time for demonstration of modeling, developing norms and common language among teachers, student implementation of Common Core aligned units and lessons and the development of common assessments • The Danielson Framework and Advance for teacher evaluation on student progress • Literacy Coach and Identified Teachers will receive Professional Development from the network – LCI training on Lesson Plan design resulting in more effective lesson delivery and student mastery in skills/strategies being taught. • Targeted and differentiated Professional Development for identified teams • Demonstration lessons in ELA and Math provided by Literacy and Math Coach for on-going PD for all staff

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

By February 2015, as measured by formative and summative data, there will be 3% increase in all subgroups meeting the benchmark on the monitoring and tracking tool on Google.doc

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Structures have been created to promote teacher effectiveness to improve classroom instruction and increase student learning. Through observation cycles and the Lesson Plan Checklist, teachers receive frequent observations and actionable feedback based on teacher practice and student data. Observation ratings for each competency are tracked and compared by cycles. ADVANCE data indicates that 80% of teachers have received a developing or effective in student engagement (3c) and using assessment in instruction (3d).

2.4 DTSDE Findings:

While there are systems in place for school leaders to conduct targeted and frequent observation, there is still a need to create increase professional development opportunities using multiple formats such as peer coaching in identified areas.

2.4 DTSDE Recommendations

In order for the school’s strategy and practices to align with the Highly Effective rating on the DTSDE rubric, use of observation data and other measures of teacher effectiveness to assign / reassign, counsel, and provide ongoing professional development opportunities in multiple formats to staff, including opportunities for teacher, peers to support each other’s development.

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, as measured by data in ADVANCE, school leaders and coaches will provide formative feedback and differentiated Professional Development opportunities increasing a cohort of teachers moving towards effective in one or more of the focused components (1e, 3c & 3d).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A cohort of teachers will receive professional development through multiple formats from coaches, teacher leaders, mentors and supervisors focused on Danielson's Framework; Citywide Instructional Expectations; and Shifts in ELA and Math.	All teachers Supervisors	August 2014-June 2015	Supervisors Support Staff
Supervisors will use Danielson's Framework (components 1e, 3c, 3d) to observe and assess teacher instruction providing immediate actionable feedback to impact on student overall achievement.	All Teachers	September 2014-June 2015	Supervisors
Parents will participate in grade specific curriculum meetings or workshops about student achievement and the implementation of the core programs – ReadyGen and Go Math	All Parents	September 2014 – June 2015	Supervisors Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Use of Cohort and Study Groups to facilitate ongoing Marvelous Monday sessions with targeted teachers on the common language of the rubric and to further develop the delivery of lessons in relation to the rubric indicators under "Effective" • Literacy and Math Coach provide differentiated support to identified teachers • Targeted teachers receive one-on-one support from identified mentor • Teachers being trained off site in the Learning Media Integrator Program in science

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

By February 2015, as measured by progress in Advance, there will be an increase of teacher practice moving towards effective in one or more of the focused components (1e, 3c, 3d)

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 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

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

The school community engages families in setting high expectations for students and actively seeks to partner with parents to prepare students for college and career readiness. We work together to make decisions about the academic and personal growth of students through school wide goals and foster collaborations with community-based organizations to create a vibrant, fulfilling environment for students and families.

6.4 DTSDE Findings:

While there are opportunities for school staff to engage parents, the school community should continue to work together making decisions on how to support the academic and personal growth of students through school wide goals.

6.4 DTSDE Recommendation:

In order for the school’s strategy and practices to align with the Highly Effective rating on the DTSDE rubric, more professional development opportunities are needed to school staff on how to seek and sustain partnerships with families and community organizations that are linked to the school’s plan for engaging parents to support student success and strategically assign teaching assignments to support student needs and instructional priorities

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.

School will strengthen communication and partnership between all stakeholders, as evidence by parent positive responses, in the area of School Culture from the Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
School will provide progress, anecdotal or other interim reports to parents between report cards and distribute ongoing information about student achievement.	Parents Families	September 2014-June 2015	Supervisors Parent Coordinator Teachers
School will continue to use on-line tools, including but not limited to ARIS, to keep parents updated on student progress and achievement; identified staff will make sure all parents have access to these tools	Parents Families	September 2014-June 2015	Supervisors Teachers Parent Coordinator
School and community based organizations will integrate, share priorities and have identified needs in the school community around academic and social emotional growth during the day or after school	Parents Families CBO	September 2014-June 2015	Supervisors Staff Parent Coordinator
Astor Clinic personnel and or identified partnerships will collaborate to provide at least two (2) parent workshops in the following areas: social and emotional development and academics	Parents Families CBO	September 2014-June 2015	Supervisors Parent Coordinator SLT & Parent Involvement Committees

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers will facilitate different training sessions Targeted workshops for ELLS and SWD’s parents/ families School will host seasonal programs to encourage participation and positive behavior. PTA Fundraisers will be used to encourage parent involvement and support

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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2. Specify a timeframe for mid-point progress monitoring activities.

February 2015, as measured by School Questionnaire, school will gauge parent responses to improve school culture.

Part 6b. Complete in February 2015.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who score -2 levels below grade level on i-Ready diagnostic test -below level 3 on state exam -Retained on the grade -below standard on F&P and DWA -far below and recommended by RTI team	i-Ready web based program identifies & addresses student needs. It diagnoses, instructs & monitors student progress in domains: Phonological Awareness, Phonics, High Frequency Words, Vocabulary and Comprehension	Independent Whole & Small Group	During the School Day to students 550
		Grades 2-5 Extended Day (Wednesdays & Thursdays; Saturdays). Focus on reinforcing the CCLS & evidenced based strategies in various areas. Curriculum – Crosswalk Coach to Common Core is fully aligned to CCLS. -Students diagnosed at the beginning of a topic or lesson -Students provided appropriate lessons based on diagnostic results -At the end of the topic, assessment is given to assess growth or mastery.	Whole, Small Group & one on one	Afterschool Program (Wed. & Thurs.) 285 students Saturdays 200 students
		ELT Project READ - Grade 1 students with additional instruction in reading.		Afterschool Program (Wed. & Thurs.) 45 students

Mathematics	Students who score -below level 3 on state exam -retained on the grade -below standard on beginning of year assessment -far below standard and recommended by RTI team.	ST Math for Grades 2 & 3 web based math program that allows students to problem solve in all areas & utilize spatial temporal reasoning. Grades 2-5 Extended Day (Wed. & Thurs; Saturdays) Crosswalk Coach for the Common Core and NY Ready CCLS	Independent Whole, Small Group & one on one	During the school day 250 students Afterschool Program (Wed. -& Thurs) 285 students Saturdays 200 students
Science	Students who are working below grade level	Interactive Science (Grades K- 5); Units of Study aligned to the Science and Scope Sequence	Whole, Small Group (flexible groups based upon needs)	During the school day 150 students
Social Studies	Students who are working below grade level	Units of Study aligned to Social Studies Scope & Sequence; paced based on the curriculum used for the grade	Whole, Small Group (flexible groups based upon needs)	During the school day 150 students
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students recommended by RTI team, social worker and IEP team, teachers and parents.	Behavior Intervention Committee of RTI - Students provided at risk services by guidance counselors & or site clinician (partnership with Astor Child Services	Small Group and / or one on one	During the school day at risk services are available to all students as needed

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration will work with Human Resources to ensure that all teachers are highly qualified. Interview questions will reflect an understanding of teacher best practices.

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).
~Continuous review of student work related to CCLS to modify practice and meet needs of all students ~Utilization of Danielson Framework to enhance teacher practice and provide and provide rigorous classroom instruction ~Common planning time: Unit Plans, Performance Tasks and Rubrics ~Mentors, coaches, lead teachers and identified staff will provide professional development support based on teacher ability

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.).

To ensure a smooth transition for incoming kindergarten students, yearly outreach is made to preschool programs in the area coordinating our efforts in terms of curriculum alignment, professional development workshops, parent activities and the sharing of early intervention services.

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.

Teams of teacher and administration work collaboratively to discuss and review the effectiveness of school-wide and or common assessment

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or Local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$651,744	X	Refer to all goals
Title I School Improvement 1003(a)	Federal	\$ 16,961	X	Refer to all goals
Title I Priority and Focus School Improvement Funds	Federal	\$157,757	X	Refer to all goals
Title II, Part A	Federal	\$176,093	X	Refer to all goals
Title III, Part A	Federal	\$ 11,200	X	Page 18
Title III, Immigrant	Federal	\$ 17,791	X	Page 18 & 23
Tax Levy (FSF)	Local	\$3,718,102	X	Refer to all goals

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<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 as well as reduced class-size, and/or push-in services.
 - 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.

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: PS78	DBN: 11X078
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 33 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

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:

Rationale:

PS 78 After School and Saturday Classes programs will provide additional academic and linguistic support to our ELL students. All ELL students in grades 2-5 will receive invitations to attend. The supplementary programs will focus on: vocabulary, comprehension and language development in the content areas of English Language Arts and Mathematics. The targeted groups are ELL students in grades 3-5 who will be taking the NYS ELA test in the spring as well as students in Grade 2. All ELL students in grades 2-5 will receive invitations to participate in both programs.

Subgroups and grade levels of students to be served: Grades 2, 3, 4 and 5

Grade 2: 7 ELL students functioning at the Beginner/Intermediate/Advanced levels

Grade 3: 7 ELL students functioning at the Beginner/Intermediate levels/Advanced levels

Grade 4: 6 ELL students functioning at the Beginner/Intermediate levels/Advanced levels

Grade 5: 13 ELL students functioning at the Beginner/Intermediate and Advanced levels

Total: 33

Students were identified based on the data: NYSESLAT, ELA , Math tests and I-Ready Beginning of the Year Assessments.

Schedule and duration: ELL students will have the opportunity to attend After School Program and Saturday Classes. Sessions will be held focused on providing support using the Imagine Learning Program in addition to classroom instruction. The After School schedule is Wednesday and Thursday from 2:45-5:15 p.m. and will begin in November. Saturday Classes will begin January, for a three and half hour session on Saturdays for 8 weeks, from 8:30 a.m. to 12:00 p.m. Saturday Classes will follow the same format mentioned above.

Language of instruction: English

and types of certified teachers: Certified ESL teacher and General Education teachers

Materials:

Measuring Up Math by the New York State Standards for math and Just Right Reading for English

Part B: Direct Instruction Supplemental Program Information

Language Arts and Imagine Learning.

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:

Rationale:

Many of our students speak a language other than English in their home, and therefore, we consider all teachers in our school as teachers for English Language Learners. As such, we provide various opportunities to participate in our school focus of differentiated instruction for professional development.

Resources include CEI-PEA CFN 534 support organization, as well as, the NYCDOE Regional Special Education Technical Assistance Support Center. During our mandated Professional Development sessions classroom teachers receive site-based staff development through out the course of the year in core curricula from school-based coaches, support staff and consultants. All PD sessions are aligned to the identified needs of all students including our ELLs. There are on-going opportunities for teachers and instructional staff to discuss, review and analyze assessment data and student work as well. During these sessions staff will continue to be exposed to research in second language learning acquisition, best practices for ELL students and techniques to improve communication between home and school. They will also learn information about the ELL identification process and mandated services. Professional workshops conducted by consultants will be provided throughout the school calendar year as well.

The staff involved with Title III are trained in ESL techniques and methodologies by the ESL teacher, Assistant Principal, and representatives from our Network who offer additional ESL Professional Development sessions as per the Jose P. mandate in Sheltered Instruction Observation Protocol Model.

Our Professional Development opportunities will include:

- Site based on-going differentiated Professional Development during mandated Monday dedicated to Professional Development.

-Imagine Learning Training

-CFN 534 support organization provides: 1) Compliance issue series and 2) NYSES LAT administration and interpreting results training.

Part C: Professional Development

-How to use ARIS, Renaissance Math (computation & standard based instruction), ST Math, (problem solving) and Iready (computer based literacy assessment/instruction program) to view data and gain insight to the individual needs of ELL students

-Differentiated Study Groups focused on The Charlotte Danielson Framework Domain 1e, 3b and 3d.

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: rationale:

It is our school's goal to increase parental involvement. Parents of ELL students are invited to attend all activities provided by the Parent Coordinator and Parent-Teacher Association. In addition, they are invited to attend school performances and class celebrations, which are held every six to eight weeks, also, all local and citywide events. Parents are also encouraged to attend parent teacher conferences and school trips. For the school year our ELL parents will be invited to attend two workshops during our Saturday Classes program; the sessions will be two and a half hours and focused on helping ELL parents support their children's learning, as well as, develop their own literacy skills. During the sessions, The ESL teacher will work with the Parent Coordinator and Instructional Coaches to provide an overview of the school's core curriculum and web based intervention programs highlighting the specific tools used to support ELL students. The session will be interactive where parents will participate in actual lessons and activities, as well as, practice using the web based programs. The sessions will provide information regarding local resources available providing adult literacy from our Parent Coordinator and representatives from CBOs providing such services. The Parent Coordinator will also act to assist with addressing the needs of our ELL parents, as well as, helping to inform parents about sponsored events. All parents are notified by mail, distribution of flyers and parent monthly calendar in their native language. ELL students also participate in Arts Initiatives at P.S. 78. The Bronx Arts Ensemble initiative focused on dance and the CASA Inside Broadway initiative focused on singing, acting and dancing. The expectation is that ELL students will receive additional support with developing language skills through their participation in these programs.

The needs of our ELL parents are determined through parent surveys and questionnaires, feedback during PTA meetings, parent participation on our school's leadership team, direct contact with school's Parent Coordinator and meetings and phone conversations with teachers.

Translation services are provided through the LAC coordinator. The LAC coordinator, secretaries and Parent Coordinator are all bi-lingual and can provide Spanish translation. All school notices and other

Part D: Parental Engagement Activities

pertinent written communication are translated into Spanish using and any other identified languages, using resources from the LTI unit. In addition, the staff includes a school aide who is fluent in French and Haitian Creole. She is able to translate for parents as needed.

Part E: Budget

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

Allocation Amount: \$ _____

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x078 School Name: PS 78

Cluster: CEI/CFN 534 Network: CEI 534

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The data and methodologies used to assess our school's written translation and oral interpretation needs consist of the following:

- a. Student registration form - helps us determine the language need of the parents during an informal interview.
- b. Home Language Survey (HLIS)
- c. Parent Language Survey - asked parents in what language do they prefer all oral and written correspondence.
- d. Language Allocation Policy (LAP) - part III ELL demographics of this document contains a breakdown of ELL's by grade in each language group.
- e. RPOB report - place of birth
- f. Parent Orientations/PTA meetings
- g. Parent/Student Ethnic Identification Surveys
- h. Emergency cards - parents' language preference written on card.

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.

The language spoken by our ELL population parents are as listed: Spanish, Spanish and English, Arabic and English, Haitian Creole and English and Fulani and English. Interpretation is needed for several of the Spanish speaking parents. Because we have so many students who come from Hispanic descent and the language of the majority of our parents is Spanish, all of our correspondence is in English and Spanish. Our teachers are informed of the Home Language Survey (HLIS) of their students and provided with translators as needed for communication. During our parent-teacher conferences, we have translators available who speak Spanish. We also have our office staff and other teachers in the school building who are bilingual in Spanish and English. These findings will be distributed to the staff via a memorandum

and email.

Part B: Strategies and Activities

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

Written translation of school notices will be translated into Spanish by school staff and will be attached to English notices.

Our school will provide the written translation services primarily for correspondence to parents and include the following:

- a. Translated Home Language Survey (HLIS)
- b. Student registration form
- c. Parents' Preferred Language forms
- d. Parent/Student Ethnic Identification Surveys
- e. Translated Bill of Rights & Responsibilities
- f. Title III After School Applications
- g. ELL parent orientations
- h. Workshop information
- i. School monthly newsletter & calendars
- j. Special forms (lunch, health & emergency cards)
- k. Permission slips/consent forms
- l. Promotional criteria, promotion in-doubt letters and progress reports
- m. Testing & SES information
- n. Legal, disciplinary, & safety matters
- o. After & summer school programs

All translated documents are distributed at the same time as English. School staff provides written translation services in-house and if necessary, an outside vendor will be utilized.

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.

In house school staff will provide Spanish translations. Translations will be completed before notices are distributed to parents. The following oral interpretation services at our school are provided for:

- a. Parent-teacher conferences, workshops and PTA meetings
- b. ELL Parent Orientation
- c. Promotional Criteria
- d. Testing & SES information
- e. Legal, disciplinary, & safety matters
- f. Student attendance meetings
- g. Phone messenger

For our special needs students, the following oral interpretation services are provided:

- a. New Student & Parent Enrollment Interview
- b. Manifestation Determination Review (MDR)
- c. Initial Counseling Meeting
- d. Behavioral Intervention Plan & Functional Behavioral Assessment

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>.

When the need arises as per Chancellor's Regulation A-663, oral interpretation is provided. Information about how to obtain translations and interpretations are posted in the lobby for parents in English and the eight languages as per the Chancellor's Regulations, the signs indicating to the parents the availability of language services and directing them to the the location of these services. If ever in-house staff cannot provide the specific services needed, we then request services from the Department of Education's Translation and Interpretation Unit. These findings will be distributed to school staff via a memorandum and email.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

District 11	Borough Bronx	School Number 078
School Name Anne Hutchinson		

B. Language Allocation Policy Team Composition [?](#) 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 Claudina Skerritt	Assistant Principal Ranae Overstreet
Coach Tamika Tolliver	Coach Kerry Ann Roberts
ESL Teacher Mrs. Aida Hernandez	Guidance Counselor Digna Rozon, Bilingual
Teacher/Subject Area Yvonne Mitchell, Data Speciali	Parent Carol Richards
Teacher/Subject Area	Parent Coordinator Leticia Ayala
Related Service Provider Stephanie Claxton, SETTS	Other Eileen Mayclim, teacher
Network Leader (Only if working with the LAP team) type here	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	798	Total number of ELLs	40	ELLs as share of total student population (%)	5.01%
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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 dasses for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), dasses refer to a cohort of students served in a day. For push-in ESL dasses, 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														Total #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	26		3	8		2				34

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	26	0	3	8	0	2	0	0	0	34
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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
TOTAL	0																			

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
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	7	7	5	7	3								30
Chinese					1									1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1				1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1		1								4
TOTAL	1	9	8	6	8	5	0	37						

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	0	3								9
Intermediate(I)	0	7	4	2	8	2								23
Advanced (A)	0	1	4	1	1	1								8
Total	2	10	9	4	9	6	0	0	0	0	0	0	0	40

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		2				5
8									0

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

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

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

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

1. 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.

1. In addition to the NYSESLAT and LAB-R, P.S. 78 uses the ECLAS (K only), Running Records using Fountas and Pinnell scores (grades 1-5), Diagnostic Writing Assessment (school developed), and I Ready to determine literacy skills of all students, including the ELL

population. This information helps identify the individual needs of students, as well as strategy groups.

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

2. Analysis of the 2012 assessment data, including the NYSESLAT and LAB-R for new admits, indicate students performing at the following levels: 9 at beginning proficiency, 23 at intermediate proficiency, and 8 at advanced levels. Grades K through 2 show most students are intermediate levels, while the majority of students in the third and fourth grades are at intermediate and advanced levels.

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 [AMAQO tool](#))

3. According to the results of NYSESLAT, modality data indicates that our ELL students typically perform higher in terms of their English language proficiency in Listening/Speaking. They also tend to perform lowest in terms of their writing proficiency, a finding which staff confirms being consistent with prior years. This information helps our teachers and ESL teacher to focus on differentiated instruction and continued use of explicit ESL strategies. This strength in Listening and Speaking provides our instructional program a valuable resource upon which to build by using the strengths in these modalities to help develop students' reading and writing skills. For example, oral language work such as "Read Alouds" and listening centers, and multi-media programs such as "One More Story" and "Imagine Learning English Program", are used to help scaffold student's understanding of English, which then helps them write in response to what they hear. The writing instructional focus provides additional support with identified areas of the Diagnostic Writing Assessment which are focus, organization, and craft.

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?

4a/b Our school administers assessments in English only. Our staff, including teachers (general, special education and ESL) supervisors and coaches examine our monthly end of unit assessments in reading, writing and math. When reviewing this data, we can see deficits in the English Language Learners, specifically in the area of writing. In the area of reading, we look at a student's growth in making connections, visualizing, inferring and determining monitoring and importance for meaning. In writing, we look at content, craft, spelling, mechanics and organization. Our ELLs are also assessed in September and October using the NYSESLAT and our upper grade ELL's are assessed using the standardized tests in ELA and Math. Our teachers use all of this data to consider curriculum calendars for the entire school year. Also, monthly assessments are studied and considered when making revisions to our curriculum calendar. During our monthly grade meetings, the teachers make the appropriate adjustments from the assessment data and compare their goals for the unit.

4c. The ELL Periodic Assessment is administered to grades three, four and five. Based upon the analysis of 2012-13 results, more focused instruction is required. Materials that meet the need are incorporated into instruction. Data has indicated that they are progressing along the continuum from Beginning to Intermediate to Advanced to Proficiency. An analysis of 2012-13 AYP data for the ELL subgroup shows a growth percentile of 53.9 percent which outpaces the growth percentile of the school which is 53.8 percent. The data also shows that the Hispanic subgroup has a growth percentile of 55.3 percent which is better than the school as a whole.

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](#).)

The data that is used to guide instruction for ELLs within the Response to Intervention framework for grades K-5 are as follows: Three times a year, our school uses an universal screening (I Ready) to show growth for all our students including ELLs in literacy. The universal screener in math is Think Central-Soars to Success. This screening shows students' levels in order to help teachers design and develop the work according to their levels. The classroom teachers also use Performance Base Assessments with Ready Gen and Go Math at the end of each unit. From these results, teachers are able to monitor and track how their students are doing.

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

When considering any instructional decisions in our school, all ELL students are part of those decisions. When monthly grade meetings and common planning sessions are held, our ESL teacher is in attendance and part of all discussions pertaining our ELLs.

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?

7. We do not have a dual language program at P.S. 78

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

8. Success of our ELL program is evaluated by studying longitudinal trends for the ELLs we serve in order to determine if students are making progress in terms of the English language acquisition (e.g., NYSESLAT) or through the New York State Testing Program for students in grades 4, and 5 who are testing in English for more than one year. According to AYP data 2012-13 the ELL subgroup shows a growth percentile of 53.9 percent which outpaces the growth percentile of the school which is 53.8 percent. The data also shows that the Hispanic subgroup has a growth percentile of 55.3 percent which is better than the percentile of the school as a whole.

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](#).)
 - 1a. During registration, parents/guardians of students who enter a New York City Public School are given a Home Language Identification Survey (HLIS) to fill out. An oral interview is given to the student/family in English or native language by the ESL teacher or a pedagogue to assist in determining the home language. If the student is transferring from another public school, transfer folders and testing history are viewed.
 - 1b. The ESL teacher, Mrs. Aida Hernandez, who speaks both English and Spanish, review the HLIS. If questions 1-4 and any two responses to questions 5-7 indicate a language other than English is used at home, these students are flagged. The ESL teacher administers the Language Assessment Battery Exam (LAB-R) within ten days of registration. The ESL teacher then conducts an informal oral interview in English and in the Native Language to determine if the student is eligible for the LAB-R assessment. If the student is unable to understand more than three questions in English, the English LAB-R is stopped and then LAB-R is administered in Spanish. The LAB-R is hand scored, reviewed and students who score below the grade specific benchmark are identified as ELLs. The ESL teacher determines the correct placement for each individual student.
 - 1c. During the spring, ELL students are given the New York State English as a Second Language Achievement Test (NYSESLAT) and are evaluated annually. The ATS report used to determine NYSESLAT eligibility is the NYSESLAT Exam history report (RLAT).
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.

2. When a student is identified as an ELL, parents/guardians are notified via letter in their native language. Each parent receives a "Parent Entitlement Letter" and is invited to attend a Parent Orientation session conducted by Mrs. Aida Hernandez, the ESL teacher. Parents/guardians attend the orientation session where they view the orientation video and receive information on the different program options that are available. The options are: Transitional Bilingual, Dual Language and Freestanding ESL. Materials and parent orientation are provided in the native language and are explained orally and in writing to the parents/guardians. Also discussed at the orientation are the support programs that are available for the ELLs such as after school programs, Saturday classes and summer school. The Parent Survey and Program Selection forms are completed at this time.
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 [\[see tool kit\]](#).)
3. Once a student is determined an ELL, the entitlement letters are sent to the parents along with the parent survey and program selection form regarding the orientation. After the orientation, copies of the selection letters, parent surveys and selection forms are collected and placed in a binder. Parents/guardians who didn't attend the Parent Orientation and/or haven't completed the Parent Survey and Program Selection forms are notified in writing. Follow up phone calls are made to contact parents/guardians to ask them to come to school. As a last resort, if the parents/guardians still hasn't responded, the child is placed in our Freestanding ESL Program and a list is kept of students that do not have Parent Survey and Program Selection. When we have enough students in two consecutive grades a bilingual program is opened. Copies of the Parent Survey and Parent Selection Forms are maintained on file by the ESL teacher, Mrs. Aida Hernandez.
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.
4. After the student is entitled for an ESL program, a placement letter is sent to the parent/guardian in their native language and copies are kept on file. For students who continue to receive ELL services from last year, continued entitlement letters are sent to their parent/guardian in their native language and copies are also kept on file. An ELL is entitled to placement in a bilingual program if there are enough entitled ELL's with the same native language in the same grade(s) or two consecuted grades in the school. The option to select a dual language program, transitional bilingual class or a freestanding English as a Second Language program are all discussed during the orientation process in the parents/guardian native language. The majority of our parents/guardians at PS 78 select a freestanding ESL program. However, we keep a list of parent's choice for Bilingual programs and when there are enough students to open a bilingual program in two consecutive grades, we would open a Bilingual class.
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.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, the surveys indicate that 100% of parents select and prefer Freestanding English as a Second Language as their first choice, rather than dual language or transitional bilingual programs. The ATS reports used to determine NYSESLAT eligibility are the RNMR and RLAT.
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. 
6. The program models offered at PS 78 are aligned with parent requests. Currently at PS 78, all ELL students are placed in Freestanding English as a Second Language Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. The Principal, Assistant Principal and the ESL teacher meet on a monthly basis with the designated ELL classroom teachers to discuss and analyze continuity of our ELL's instruction. ELL instruction is delivered primarily by the school's ESL teacher with support from identified classrooms on each grade. The organizational model used at PS 78 is a pull-out (PO). The model facilitates the plan for academic language development, as the strategies being taught in the grade level classroom will be reinforced by the ESL teacher within our balanced literacy instructional model. While working within the construct of this model, the ESL teacher utilizes methodologies and approaches recommended for our language learners such as, total physical response and language experience approach. Instruction is focused around the building wide focus Using Evidence in Argument and Discussion as well as the instructional shifts of the Common Core. Focusing on the instructional shifts provide support with academic vocabulary, providing text based answers, writing from sources and staircase of text complexity. These approaches are supported with a variety of technology (computers, personal audio recorders, etc.).
 - 1b. The PO model utilizes a primarily homogeneous grouping of students with the same proficiency levels in one group. The

student's proficiency levels are based on the LAB-R and NYSESLAT results.

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)?

2a. In order to meet the linguistic needs of our ELL's, parental choice and CR Part 154 Mandates, PS 78's language allocation policy will consist of an ESL program in which beginners and intermediate level students will receive 360 minutes of ESL instruction and those students who tested at the advanced level of proficiency will receive 180 minutes per week. The advanced students are seen in a PO model during the skills block where writing skills are strengthened. Beginning and intermediate level students receive PO support.

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.

3. The methodology used in the PO model includes explicit content area instruction according to the specific grade standards and Common Core instructional shifts. ESL teacher, classroom and intervention teachers plan together. The ESL teacher supports academic vocabulary, sentence structure, word study, phonemic awareness, text based answers, writing from sources and staircase of text complexity in the appropriate daily lessons. This provides focused consistency of learning. Because content area instruction is so interwoven into our English Language Arts Program, the strategies that will be used are part of the balanced literacy effective teaching practices. These practices include: individual assessment through conferencing, scaffolding, use of glossaries and artifacts, multi-cultural and literature-rich classroom libraries in English (with texts available in the native language) lending libraries for home, audio/listening centers, word wall (with visual aids), flow of the day (with visual aids), charts modeling correct language use, and strategy charts reflective of current units of study in reading, writing, math, science and social studies. Instruction is also focused around the building wide focus using Evidence in Argument and Discussion as well as the instructional shifts of the Common Core. These approaches are supported with a variety of technology tools (computers, personal audio recorders, etc.).

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

4. Our ELL students are appropriately evaluated in their native language by using a calendar that is included in the memorandum with the answer document submission dates. The Spanish LAB is also administered once to first time enrollees who do not test out on the English LAB-R and who have a home language of Spanish.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year measuring their growth by using the following systems: Annual Measurable Achievement Objectives tool, periodic assessments, story telling, presentations and NYSESLAT assessments.

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).

6a. SIFE:

Currently we do not service students with Interrupted Formal Education(SIFE). If we did, our plan would provide for these students to receive after school and Saturday intervention programs to support additional enrichment.

6b. Newcomers:

Instruction of ELLs is differentiated based upon the individual needs of students. The new students at PS 78 are given opportunities to work independently as well as working cooperatively with peers. All ELLs are offered the opportunity to participate in school based After School Program and Saturday classes. The programs provide support in math and literacy. Homework assistance is provided and independent reading is encouraged to support our instructional focus Using Evidence in Argument and Discussion. In addition, ELL students are expected to participate in ELA testing (after one year of English Language Instruction) in grades 3, 4, and 5 will have the opportunity to participate in our school's Saturday Enrichment Program, beginning January and culminating in April to address grade specific needs in reading, writing, listening and math. A wide range of materials will be used to support instruction such as visual aids, manipulatives (particularly to reinforce letter-sound relationships), big books, vocabulary cards, various word study activity kits and texts with audio supplement. This year ELL students also complete Performance Based Assessments at the end of every Ready Gen and Go Math unit.

6c. ELLs 4-6 Years:

For our 4-6 year ELLs, students are supported in their literacy skills as well as their skills in English language acquisition. Individualized intervention plans are developed to support their academic success. The students work more in the area of writing and it includes: exploring text organization, developing complex sentences, integrating the teaching of language skills with subject matter content and expanding the range of vocabulary through root and affix analysis. We also offer the ELL students a computer based program, IMAGINE LEARNING ENGLISH PROGRAM. Our ELL population will access this program on a daily basis for 20 minutes. The program provides individual instruction and monitoring in the areas of phonemic awareness, vocabulary, listening skills and reading comprehension. In addition, ELL students can access the web based computer program, ONE MORE STORY. Here students can listen and read along a story they have selected. Words are highlighted as they read.

6d. Long Term ELLs:

Currently, we do not service any long term ELLs. We do, however, have a program in place to support those students when the need arises. Long term ELLs continue to receive academic support through small group intervention, After School and Saturday programs.

6e. Former ELLs:

Our former ELLs have access to all educational supplementary programs such as extended time for testing, after school programs and Saturday Academy classes.

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?

7. ELLs SWD:

This year ELL special needs students are integrated with the general education ELL population during mandated minutes using the core curriculum which consists of the Ready Gen and Go Math programs. The ESL teacher will have a copy of the IEP for each child, to help understand their learning needs. In addition, ELL special needs students who continue to have significant difficulty in area of encoding and decoding, will participate in small group instruction, Foundations (K-2), vocabulary development, re-wording instructions-breaking them down into simple steps, just right books on child's level, graphic organizers, SMART boards, audio and visual aids, and RTI strong tier 1 high quality instruction.

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?

8. LRE:

Our school is part of the Special Education Reform to support our ELLs and SWDs. We offer ICT classes presently on grades Kindergarten, Third, Fourth and Fifth grade. We also offer SETTS services to students in general education and flexible scheduling where students have the opportunity to be mainstreamed for certain subjects. Furthermore, our Response To Intervention (RTI) Committee meets weekly to discuss and review identified students and provide research based instruction and interventions that address the individual, linguistic, and academic needs of our students. The curriculum that is used is aligned with General Education using Imagine Learning and technology programs that are differentiated to address the different learning styles (visuals, tactile, auditory, kinesthetic learning styles.)



Courses Taught in Languages Other than English 

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

9. At PS 78, targeted intervention programs are offered in reading, writing, math, social studies and science. All intervention services are provided in English and are targeted to address the needs of the learners in each specific group. For example, for beginning students the program usually includes the use of manipulatives, visual and auditory supplements, vocabulary and working on letter-sound correspondence placing heavy emphasis on total physical response. Students on the intermediate level use many of the same techniques but focus more on developing word study and academic vocabulary. Advanced students focus on written English including developing sophisticated sentence structure and the exploration of a variety of genres in reading and writing.

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

The program is effective because instruction focused around the school wide focus Using Evidence in Argument and Discussion as well as the instructional shifts of the Common Core. Focusing on the instructional shifts provide support with academic vocabulary, providing text based answers, writing from sources and staircase of text complexity. These approaches are supported with a variety of technology tools (computers, personal audio recorders, etc.). According to AYP data 2012-13 the ELL subgroup shows a growth percentile of 53.9 percent which outpaces the growth percentile of the school which is 53.8 percent. The data also shows that the Hispanic subgroup has a growth percentile of 55.3 percent which is better than the percentile of the school as a whole.

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

11. This year one of our goals is providing our students with skills needed for college readiness. We expect that students will be able to verbalize their academic goals and have a clearer understanding of their strengths and weaknesses. We also want to have our students perform proficiently at achieving the instructional focus using Evidence in Argument and Discussion, as well as, the instructional shifts of the Common Core.

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

12. We do not expect to discontinue any services for our ELL students 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.

13a. All ELLs are provided with the same opportunities to participate in school based After School and Saturday classes. All students are invited to join and participate in all curricular and extracurricular programs with an effort made by all teachers and parents to encourage the students to participate.

13b. In addition, our school is part of the "Project Read Program" for First graders. The program provides 1:1 tutoring. Under supervision, high school students read with children, provide homework assistance and use a prescribed phonics program.

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

14a. ELL students will be utilizing the web based computer program, "Imagine Learning English". In addition, the ESL teacher has access to, but not limited to, the Rigby Reading Program, ELL Intervention Kits, and "Preparing for the NYSESLAT and Beyond". The ELL students are also given access to books and magazines in their native language to support each child's continued academic growth.

14b. Lessons in Science and Social Studies are made as "hands-on" as possible, posters, videos, illustrated books, partner

interviews, glossaries, dictionaries, group projects and include experiments, school trips and a variety of tactile experiences meant to support all learners including ELLs in our classrooms. Smartboards are in grades K-5 classrooms and enable teachers to easily incorporate visual and auditory cues in their lesson that in turn, more fully support our ELLs vocabulary and concept acquisition.

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

15. All our ELL classrooms have multi cultural libraries, glossaries, dictionaries, literature and illustrated big books in their native language, visual cues, posters, games and songs. The ELL classrooms also provide cooperative learning giving our ELL students an opportunity to think/pair and share with other students.

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

16. Our required services for our ELLs are arranged around proficiency level and grade level. If a great disparity between levels of language acquisition occur between one or more students in a given class or on a given grade, care is taken to reschedule that student to be included in the ESL instruction in another grade or with another group (working at a more appropriate level). The rescheduling will only be for one 50 minute instructional period, making sure that students are working with the ESL teacher during their second period of instructional time which focuses on grade appropriate content.

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.

17. We are planning to invite the newly enrolled ELL students and their parents to our school "Share Fair", held at the end of May, where both parents and students will have an opportunity to see and visit what our school offers throughout the year in all subject areas. For those students and parents who are unable to attend this fair, they will also be invited to attend our Open House in June which will offer many resources for the families.

18. What language electives are offered to ELLs?

18. Our school does not provide language electives to our ELLs as we are an elementary school.

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)?

C. Professional Development and Support for School Staff

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

1. Many of our students speak another language other than English in their home, therefore, we consider most of our students as English Language Learners whether they're entitled to services or not. All teachers in our school are considered teachers for English Language Learners and have various opportunities to participate in professional development activities focused on differentiated instruction. Resources include CEI-PEA CFN 534 support organization, as well as, the NYCDOE Regional Special Education Technical Assistance Support Center. Classroom teachers receive site-based, in-class staff development through out the course of the year in core curricula from school-based coaches, support staff and consultants. Opportunities are available during grade meetings and common planning sessions to discuss student work and review assessment data. Staff will continue to be exposed to research in second language learning acquisition, best practices for ELL students and techniques to improve communication between home and school. Professional workshops are provided throughout the school calendar year. The following dates are scheduled for professional development to fulfill the required hours as per Jose P.: September 3, 4, 17, October 7, 28, November 5, 9, 20, and December 9. In 2014, we are also scheduling six sessions for professional development afterschool for two hours monthly on Mondays and Fridays.

2. The ELL population has equal opportunities as non-ELLs to help make the transition to middle school. They visit their feeder schools to help ease the adjustment with the guidance counselor, classroom teacher and support staff.

3. All staff receive training during professional development day and faculty meetings to gain knowledge of the ELL identification process, mandated services, as well as the components of this policy. Parent coordinators and school secretaries are supported through separate staff development offered by the school, the network and the DOE. The staff who is involved with the Title III are trained in ESL techniques and methodologies by the ESL teacher, Assistant Principal, and outside sources. Also, our Network offers additional ESL Professional Development sessions as per Jose P. mandate in Sheltered Instruction Observation Protocol Model.

4. Our ESL teacher meets for one hour on a monthly basis from October to June with all teachers including special education teachers providing them with training and information obtained from conferences and workshops. During these conferences, the ESL teacher provides an agenda of items to be discussed keeping records and attendance on file.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. It is our school's goal to increase parental involvement. Parents of ELLs are invited to attend all activities provided by the Parent-Teacher Association. In addition, they are invited to attend school performances and class literacy celebrations which are held every six to eight weeks. Parents are also encouraged to attend parent teacher conferences and school trips.
 2. We currently do not partner with other agencies or community based organizations to provide workshops or services to ELL parents.
 3. The needs of our ELL parents are determined through parent surveys and questionnaires, feedback during PTA meetings, parent participation on our School Leadership Team, direct contact with school's Parent Coordinator and meetings and phone conversations with teachers.
 4. Translation services are provided and school notices are translated into Spanish. In addition, the staff includes a school aide who is fluent in French and Haitian Creole and a bilingual Parent Coordinator, fluent in English and Spanish, who are able to translate for parents as needed.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Anne Hutchinson

School DBN: 11X078

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Claudina Skerritt	Principal		1/6/14
Ranae Overstreet	Assistant Principal		1/6/14
Leticia Ayala	Parent Coordinator		1/6/14
Aida Hernandez	ESL Teacher		1/6/14
Carol Richards	Parent		1/6/14
Yvonne Mitchell	Teacher/Subject Area		1/6/14
Eileen Mayclim	Teacher/Subject Area		1/6/14
Kerry Ann Roberts	Coach		1/6/14
Tamika Tolliver	Coach		1/6/14
Digna Rozon	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Stephanie Claxton	Other <u>SETTS</u>		1/6/14
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01