



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

**DRAFT – PENDING NYSED APPROVAL**

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

**07x179**

**School Name:**

**THE SCHOOL OF INTERNATIONAL CULTURES**

**Principal:**

**SHERRY FONT-WILLIAMS**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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**Section 1: School Information Page**

**School Information**

School Name: The School of International Cultures School Number (DBN): 07x179  
School Level: Elementary Grades Served: PK-5  
School Address: 468 East 140<sup>th</sup> Street, Bronx, NY 10454  
Phone Number: 718-292-2237 Fax: 718-292-3623  
School Contact Person: Iliana Estrada Email Address: IEstrada@schools.nyc.gov  
Principal: Sherry Font-Williams  
UFT Chapter Leader: Angelina Gonzalez  
Parents' Association President: Luis Poveda  
School Leadership Team  
Chairperson: Angelina Gonzalez  
Student Representative(s): N/A

**District Information**

District: 07 Superintendent: Yolanda Torres  
Superintendent's Office Address: 501 Courtlandt Ave  
Superintendent's Email Address: YTorres5@schools.nyc.gov  
Phone Number: 718-742-6500 Fax: 718-7426548

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: 108 Network Leader: Lisa Pilaski

## 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)
Sherry Font-Williams	*Principal or Designee	
Angelina Gonzalez	*UFT Chapter Leader or Designee	
Louis Poveda	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
J. Roper	Member/ UFT	
M. Rodriguez	Member/ UFT	
R. Claytor	Member/UFT	
Martha Rivera	Member/ Parent	
Elana Guzman	Member/ Parent	
Rosemary Ascencion	Member/Parent	
Patricia Gomez	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.

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

administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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.

PS179's vision and mission statements are:

### **Vision**

We envision our school as a community where all who enter are actively involved in the learning process. All are focused on providing the students with the instructional tools needed to be successful, caring, responsible and active members of society. All students will develop higher order thinking skills, which will allow them to communicate in the written and spoken word.

### **Mission**

Our mission is to provide a supportive community for learning that emphasizes a thinking curriculum; a standards-based instructional program, supported by concerned parents and dedicated teachers, in a safe environment that provides the academic, social, and creative skills needed to prepare our students for success in a technologically oriented society. The school must focus on results and students must aim for mastery. The school must reward student success and remedy student failure. Parents and community are integral partners with teachers in the education of children.

In order to attain our vision and mission we have partnered with several key organizations that align themselves with our goals. We collaborate with many different partners in order to ensure that all of our students' needs are met. We work with the READ ALLIANCE program through an ASTOR Grant that work grades K-2 afterschool to provide additional literacy support to our struggling readers, Doing Art Together which work with our K-5 classes to integrate STEM into art, Education Thru Music which allows all of our students to participate in music class as well as a Select Choir , Eastside House Afterschool program which provides afterschool care and academic support to students in gradesK-5, and the United Way which provides support for teachers, instructional leaders, students and parents to ensure that all stake holders in the community are a part of the learning.

Our school strengths and accomplishments is the ability for teachers to plan collaboratively and the staffs' willingness to learn from each other. This planning has helped the teachers to strategically plan for all learners including ELLs and students with disabilities. School began to focus more on Professional Development aligned to the Common Core and to look in depth at how to add academic rigor to our daily instruction. We monitored and focused on questioning techniques that helped to make students more independent thinkers. We saw a 5.3% increase in students scoring a level 3 or 4 on the state ELA exam and 9.6% increase in students scoring a level3 or 4 on the state wide math exam.

Our biggest challenge is to constantly meet the needs of our diverse population. We currently have 396 students. 21% of our student population has an IEP which require additional support and resources. 100 of our students are identified English Language Learners which also requires additional resources in order to assist them in acquiring their second language.

Our school made the most gains in Tenets 3.2, 5.2. Our key areas of focus are Tenets 2.3, 6.4, 4.2, and 4.5

### 07X179 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	395	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.0%	% Attendance Rate		90.3%	
% Free Lunch	91.7%	% Reduced Lunch		2.9%	
% Limited English Proficient	28.4%	% Students with Disabilities		25.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American		16.1%	
% Hispanic or Latino	80.5%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	0.3%	% Multi-Racial		2.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.16	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.36	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	18.3%	Mathematics Performance at levels 3 & 4		23.9%	
Science Performance at levels 3 & 4 (4th Grade)	79.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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	YES	Limited English Proficient		YES	
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		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
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				

### 07X179 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	395	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.0%	% Attendance Rate		90.3%
% Free Lunch	91.7%	% Reduced Lunch		2.9%
% Limited English Proficient	28.4%	% Students with Disabilities		25.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		16.1%
% Hispanic or Latino	80.5%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	0.3%	% Multi-Racial		2.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.36
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.3%	Mathematics Performance at levels 3 & 4		23.9%
Science Performance at levels 3 & 4 (4th Grade)	79.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		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	YES	Limited English Proficient		YES
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		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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			

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# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
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% Limited English Proficient	28.4%	% Students with Disabilities			25.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American			16.1%
% Hispanic or Latino	80.5%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.3%	% Multi-Racial			2.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.16	# of Assistant Principals (2014-15)			1
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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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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	YES	Limited English Proficient			YES
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			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
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.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

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

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

Based on last year's Principal's Performance Review and Priority and Focus School Recommendations, the school was rated effective in Tenet number 3. In order to deepen the learning of all and to continue to increase student achievement, we as a school decided to continue to work on 3.2

### 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 4<sup>th</sup>-5<sup>th</sup> grade students will demonstrate progress towards achieving state standards as measured by 5% increase in students scoring at levels 3 & 4 on the NYS exams and K-3 progressing 3 to 5 reading levels as demonstrated by Fountas and Pinell benchmark literacy system.

### 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>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact</li> </ul>			

change			
<ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>Continue an After school read program (READ ALLIANCE) for all at risk kindergarten –second grade students</li> </ul>	K-2 at risk students in literacy, including ELLs and SWDs	1/15- 6/15	Assistant Principal
1. Second-fifth grade Saturday Academy for all students including ELLs and SWDs	Second – Fifth grade students	11/14- 3/15	Principal
<ul style="list-style-type: none"> <li>Title III afterschool Program for 2-5<sup>th</sup> ELLs</li> </ul>	Students who score Beginner and Intermediate on the NYSESLAT exam ELLs 11/14 – 1/15	11/14- 1/15	ESL Teacher, Assistant Principal
Title III Saturday program for all ELLs in grades 2-5	All ELL students grades 2-5	11/ 14 - 3/15	Principal

**Part 4 – Resources Needed**

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

Materials for the Saturday program, Materials for parent engagement. Materials for ELL Title III program. Per session for teachers and educational assistants. Per session for administrator to oversee programs and secretary to input payroll. Per session needed for teachers, paras, secretary and administrator to work the program. School building will be open from 8 a.m.-1p.m.

**Part 5 – Budget and Resource Alignment**

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

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

**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, 75% of all students will have demonstrated progress as measured by increased levels on the Fountas and Pinell leveling system We will monitor student progress and track gains by the collection of school wide data sheets and information posted in SKEDULA (computer based data collection)program, The gains will be monitored in October, January, March, May

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

### Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

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

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

Based on last year's Principal's Performance Review and Priority and Focus School Recommendations, the school was rated effective in Tenet number 5. In order to deepen the learning of all and to continue to increase student achievement and to foster emotional health and support, we as a school decided to continue to work on 5.3

### 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, 100% of identified at risk students will receive counseling and adjusting services provided by the Tile I Social Worker.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities,</li> </ul>			

<ul style="list-style-type: none"> <li>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>All new admits to the school, at risk students and overage students meet with the Title I School social worker to help with emotional and social issues.</li> </ul>	New Admits, overage students, emotionally at-risk students	9/14- 6/15	School wide social worker, Principal, Visiting Nurse Services, United Way
<ul style="list-style-type: none"> <li>All students and parents in shelters meet with the social worker in order to assess their needs</li> </ul>	Shelter children	9/14-6/15	School social worker, Parent Coordinator, Principal
<ul style="list-style-type: none"> <li>Workshops are provided by School Social Worker and Community Based Organization(Eastside House and United Way) on topics such as “Welcome Back to School”, “Stress Management”, “Different ways to Discipline Your Child”, “You are Your Child’s First Teacher”</li> </ul>	All parents	9/14-6/15	School social worker, United Way, Eastside House, Parent Coordinator, Principal, Learning Leaders
<ul style="list-style-type: none"> <li>Integrate the Values of the Month Program and Character Education Program into the classrooms and Family activities such as Father’s Bring Your Child to School, Recreation Night, Movie Night, Family Day, School wide Field Day Pledge which incorporates the 4 R’s-Responsibility, Respect, Readiness and Request (help when needed</li> </ul>	All students	9/14 -6/15	School Social Worker, Principal

**Part 4 – Resources Needed**

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

By February 2015, 50% of identified at risk students will received counseling by the School Social Worker.

The School Social Worker meets with teachers in order to set up a time in which to give lessons to students regarding the Value of the Month. A schedule is also developed in order to meet with at risk students. The Parent Coordinator meets with our Eastside House coordinator in order to set up workshop dates and parent meetings. The teachers and the Social Worker meet to plan the trip for the class with the best attendance for the month. The Student Government plans School Spirit Days as well as Recreation Nights and Family Day. Books and materials ordered to implement values program and to give to parents at workshops.

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

**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, 50% of identified at risk students will received counseling by the School Social Worker. Benchmark dates are January, March and May Student suspension rates will be monitored, as compared to the previous year
- More parental engagement as measured by attendance sheets and parent volunteers
- Positive feedback from Parent Surveys

**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?

## 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.	E
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.

Based on last year's Principal's Performance Review and Priority and Focus School Recommendations, the school was rated developing in 4.2 and 4.5. In order to deepen the learning of all and ensure that teachers understand how to have all students access information we will work on Tenets 4.2 and 4.5

### 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, 100% of teachers will participate in weekly teacher team meetings focused on looking at student work, goal-setting, and data analysis for all students including English Language Learners and Students with Disabilities.*

### Part 3 – Action Plan

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

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>Grade level teams including clusters, will continue to develop common core aligned units of study that incorporates opportunities for students to conduct research and use supporting evidence to form an opinion and defend it.</li> </ul>	All teachers	8/14- 6/15	Teachers, Assistant Principal, Principal
<ul style="list-style-type: none"> <li>Teachers will meet weekly in grade level teams to develop rubrics, teaching points and units of study, to support students' individualized needs based on data that is collected during the week.</li> </ul>	All Teachers	9/14-6/15	Teachers, Assistant Principal, Principal
<ul style="list-style-type: none"> <li>Teachers will receive professional development on how to use assessment results in order to plan their instruction. The professional development will be given in a variety of ways: one to one coaching, labsites, inter-visitations, group planning, one to one planning and whole group workshops</li> </ul>	All teachers	9/14- 4/15	Teacher Leaders, Teacher Development Coach, Generation Ready Coach, CFN 108, Assistant Principal, Principal
<ul style="list-style-type: none"> <li>Teachers will receive professional development on how to improve the feedback given to students as described in the rubrics in order to increase the levels of threes and fours</li> </ul>	All teachers	9/14-6/15	Teacher Leaders, Teacher Development Coach, Generation Ready, CFN 108, Assistant Principal, Principal

**Part 4 – Resources Needed**

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

Principal, Assistant Principal, Teacher Development Coach, Generation Ready, Teacher Leaders. Teacher Leaders will be given additional time during the day and after school to plan for professional development. Books will be order to assist with the professional Learning community.

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

*By February 2015, 75% of teachers will have participated in weekly teacher team meetings focused on looking at student work, goal-setting, and data analysis for all students including English Language Learners and students with disabilities. We will monitor the goals and progress thru surveys, teacher observations and professional development logs. The mid-point progress activities will take place by February 25, 2015. If progress has not been made adjustments will be made to the teacher's professional development plan.*

**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 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).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	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.

Based on last year's Principal's Performance Review and Priority and Focus School Recommendations, we can improve upon Tenet 2.3. It was suggest from the Priority and Focus review that we, continue to collaborate with teachers to use a transparent system and protocol that gives both students and teachers the ability to benefit from a flexible program that directly aligned to the achievement of all students. The Principal Performance Review suggested that we closely monitor teaching practices to ensure effective learning outcomes that lead to independent learning.

### 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, improvement in pedagogical practice, as evidenced by 90% teacher participation in differentiated professional development related to CCLS-aligned curricular activities including the Arts, reflecting improved pedagogical practice in response to the Professional Development.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• To provide teachers with a six week cycles for professional development based on the findings of observations and a consultant from Generation Ready, CFN 108, Teacher Development Coach works with teachers individually and in groups to create lessons aligned with the Common Core Standards in order to meet the individualized needs of all students whom they service. Teachers, administrators and parents attend workshops to enhance their knowledge of Common Core Standards and how ensure that all students’ needs are being met.</li> </ul>	Teachers, paras administrators and parents	9/14- 6/15	CFN 108, Teacher Development Coach, Generation Ready Coach, Lead Teachers, Assistant Principal, Principal
<ul style="list-style-type: none"> <li>• To provide specific and evidenced based feedback to teachers in order to improve student learning and outcomes with a focus on Using Question and Discussion Techniques. To identify clear, specific actions to be taken in the next 2-3 weeks to help teachers improve instructional practice.</li> </ul>	Teachers	9/14-6/15	Assistant Principal and Principal
<ul style="list-style-type: none"> <li>• Teachers meet with administrators twice a year at minimum (once in the Fall and once in the Spring) to discuss their individualized needs and to monitor their progress.</li> </ul>	Teachers	9/14 and 5/15	Assistant Principal, Principal
<ul style="list-style-type: none"> <li>• Teachers visit each other using a critical friends protocol to listen for DOK questions and how teachers’ use assessment to drive instruction</li> </ul>	Teachers, Lead Teachers	11/14- 6/15	Assistant Principal, Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Substitute teachers to cover teachers attending workshops, Teacher Development Coach, CFN Achievement Coach, Generation Ready Coach, Prep coverage for teachers attending workshops (in house) books and materials on Danielson Framework, Workshops from Education through Music

**Part 5 – Budget and Resource Alignment**

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

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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.

5. By February 2015, improvement in pedagogical practice, as evidenced by 60% of teachers will have participated in differentiated professional development related to CCLS-aligned curricular activities including the Arts, reflecting improved pedagogical practice in response to the Professional Development The midpoint benchmark will take place in January. We will use professional development logs, logs from consultants, teacher reflection sheets, informal and formal observations.

If change in teachers' practices are not noted a new individualized professional development plan will be implemented.

**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.

Based on last year’s Principal’s Performance Review and Priority and Focus School Recommendations, the school was rated effective in Tenet 6. In order to deepen the learning of all and ensure that parents understand how to help their child be successful in school we decided that we would concentrate on Tenet 6.4

### Part 2 – Annual Goal

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

By June 2015, 40% of parents will have participated in an activity intended to enhance their understanding of the Common Core Learning Standards and citywide instructional expectations and how they relate to the social and emotional health of their child.

### Part 3 – Action Plan

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

<p>development, and/or systems and structures needed to impact change</p> <p>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).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<ul style="list-style-type: none"> <li>Monthly Common Core Standards workshops presented by teachers, social worker and Community Based Organization (Eastside House) across all content areas as well as Social and Emotional aspect.</li> </ul>	Parents	9/14-6/15	Teachers, Assistant Principal , Principal, CBO, Social Worker
<ul style="list-style-type: none"> <li>Learning Leader’s Workshops focusing on integrating literacy across all content areas including the Arts</li> </ul>	Parents	9/14-6/15	Learning Leaders, Parent Coordinator, Media Specialist
<ul style="list-style-type: none"> <li>Use of Datacation software program to communicate between teachers and with families regarding their children’s progress</li> </ul>	Parents, Teachers	9/14-6/15	Teachers, Data specialist, Datacation Coach, Principal
<ul style="list-style-type: none"> <li>Family Literacy and Math Fair/Carnival</li> </ul>	Parents, and students	10/14-3/15	Parent Coordinator, Assistant Principal, Principal, Learning Leaders

**Part 4 – Resources Needed**

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

- Dacation Software System
- Afterschool school workshops for parent involvement
- NYU Consultant
- Teacher Translator
- Additional planning time
- Learning Leaders
- Eastside House CBO
- Use of Global Connect to inform parents of upcoming events
- Education through Music

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

**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, 20% of parents will have participated in an activity intended to enhance their understanding of the Common Core Learning Standards and citywide instructional expectations and how they relate to the social and emotional health of their child  
 Benchmarks: November, January, March, May  
 We will collect parent surveys to monitor the effectiveness of the parent engagement data from Datacation will be utilized to monitor the frequency of communication between teachers and parents.

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

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<u>Grades 4-5</u> Level 1 and Level 2 on statewide reading exam Below grade level benchmark as evidenced by Fountas and Pinell Teacher Recommendations <u>Grades K-3</u> Below grade level benchmark as evidenced by Fountas and Pinell Teacher Recommendations Previously retained students	Repeated Readings Inter active Writing Shared Writing Teacher scaffolds Graphic Organizers	Small group instruction One to one tutoring	During the school day Saturday Program Afterschool
<b>Mathematics</b>	<u>Grades 4-5</u> Level 1 and Level 2 on statewide reading exam Teacher Recommendations Previously retained students <u>Grades 1-3</u> Teacher Recommendations Previously retained students	Push in Program UDL Strategies	Small group instruction	During the school day Saturday Program
<b>Science</b>				
<b>Social Studies</b>				

<b>At-risk services</b> (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	New student to the school, sudden change in family status, emergency situations arises, shelter children, Students referred by a staff member	Conflict resolutions Bereavement Socialization skills Meet with parent/families as needed Referrals made to outside community based organizations	One to one counseling Group counseling	During the school day
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

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

All teachers are highly qualified as acknowledged through the BEDS Survey

**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).

All staff members receive professional development from a consultant from on TDC coach, Generation Ready Consultant and the Network on the Common Core Standards. Teachers also attend workshops that are provided by New York City Department of Education, as well as our Network. The principal attends workshops provided by ELI and the Department of Education.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

The transition plan assist Preschool children has different layers:  
 Administration meets with Day Care Directors in a joint PD session 3 times a year  
 Workshops are provided to all prekindergarten families. Topics include: Reading Readiness, Common Core for preschoolers  
 Transitioning from Preschool to Elementary School, Understanding Children's Feelings. The Day Care center's four year old classes visit PS 179's kindergarten classes in June in order to share with incoming parents and students what a kindergarten class looks like in an elementary school.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are invited to participate in selecting the assessments for the school through the Measures of Student Learning Committee. This committee receives professional development from the department of education on the various types of assessments that are available to all students. The committee discusses the options with the staff and asks for their feedback. The committee makes a recommendation to the principal regarding the type of assessment that they would like for the school to administer. Teachers also meet in Teacher Teams to discuss variety of assessments and decide which assessments they will use as a grade to assess the learning of all students. Our teacher development coach (TDC) is also providing professional development to the staff on different forms of formative and summative assessments.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	X 317,534	x	Pgs. 10, 13, 15, 16,19,22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	X 76,092	x	Pgs. 10, 13, 15, 16,19,22
Title II, Part A	Federal	X 102,067	x	Pgs. 10, 13, 15, 16,19,22
Title III, Part A	Federal	X 12,940	x	Pgs. 10, 13, 15, 16,19,22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	X 2,009,418	x	Pgs. 10, 13, 15, 16,19,22

<sup>1</sup>**Explanation/Background:**

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

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

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

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

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

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

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

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

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

*(Required for All Title I Schools)*

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

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

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

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### **PS 179 Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 179** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

### **PS 179 School-Parent Compact (SPC)**

**PS 179**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

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

**III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

District <b>00</b>	Borough <b>Bronx</b>	School Number <b>179</b>
School Name <b>School of International Cultures</b>		

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

Principal <b>Sherry Font-Williams</b>	Assistant Principal <b>Lydia Mathis</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Ursula Ramirez</b>	Guidance Counselor <b>Lucitania Batista</b>
Teacher/Subject Area <b>Michelle Rodriguez/Bilingual</b>	Parent <b>Minerva Arrigo</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Iliana Estrada</b>
Related Service Provider <b>Hanna Calderón</b>	Other <b>Patrice Shields</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>350</b>	Total number of ELLs	<b>110</b>	ELLs as share of total student population (%)	<b>31.43%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE	20	23	27	12	15	13								110
SELECT ONE														0
<b>Total</b>	<b>21</b>	<b>24</b>	<b>28</b>	<b>12</b>	<b>15</b>	<b>13</b>	<b>0</b>	<b>113</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	83	ELL Students with Disabilities	26
SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	4

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	29		1	0		0	0		0	29
Dual Language										0

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	
ESL	54		18	24		8	4		2	82
<b>Total</b>	<b>83</b>	<b>0</b>	<b>19</b>	<b>24</b>	<b>0</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>111</b>

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
Spanish	8	7	14											29
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>8</b>	<b>7</b>	<b>14</b>	<b>0</b>	<b>29</b>									

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	22	26	12	14	13								107
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1		1									2
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>20</b>	<b>23</b>	<b>27</b>	<b>12</b>	<b>15</b>	<b>13</b>	<b>0</b>	<b>110</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	10	4	0	1	0								23
Intermediate(I)	3	8	16	3	9	1								40
Advanced (A)	9	5	7	9	5	12								47
Total	<b>20</b>	<b>23</b>	<b>27</b>	<b>12</b>	<b>15</b>	<b>13</b>	<b>0</b>	<b>110</b>						

**NYSESLAT Modality Analysis**

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

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	0	0	0	13
4	5	5	0	0	10
5	7	8	0	0	15
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	11		3		1		0		15
4	3		5		3		0		11
5	14		1		0		0		15
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		11		5		4		20
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 Our school presently uses Fountas and Pinnell to assess independent reading levels and the NYSESLAT. For newcomers, to assess their oral abilities in Spanish and English we use the LAB-R and the spanish LAB.  
 We use the data to determine their individual language acquisition levels. These results have revealed that most of our English

Language Learners require more support in writing.

Our school's instructional plan has a big focus on writing. Our bilingual classes as well as the ESL teacher use programs which support students further development in writing skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our students show rapid growth in listening and speaking. Once they have developed reading skills they make slight progress in writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
K-2 classrooms have listening centers, time allotted for read-alouds and a cluster teacher for Reader's Theatre. In order to support ELLs in the area of listening/speaking the school holds monthly assemblies.
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?Most of our first grade students are beginners, most second graders are Intermediate, most of third grade students are Advance, most fourth graders are Intermediate and most fifth graders are Advance. Teachers use running records to assess ELLs progress in English and in their native language (TBE).
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](#))  
During the literacy blocks, teachers allocate time to meet with small groups and provide scaffolds for struggling English Language learners to help develop their oral language. ELL periodic assessment measures progress made. It provides teachers with knowledge of individual students strengths and weaknesses which is used to guide instruction. The schools' social Worker closely monitors students attendance record. The ESL teacher along with administrators interprets and analyzes NYSESLAT scores on a yearly basis as well as maintaining record of outstanding observations noted from year to year.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Both classroom teacher and ESL teacher work in collaboration when planning their lessons. Weekly common planning meetings are held in order for teachers to share, analyze and interpret student work. Strengths and weaknesses are discussed at this time with the participation of the ESL teacher, AIS teacher and RTI teacher.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
It is based upon scores on the NYSESLAT, Performance Assessments and unit exams.

## 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](#).)  
When a new admit arrives, Mrs. Serrano, Pupil Accounting Secretary calls the NYS certified ESL teacher with a Bilingual (Spanish) extension, Ms. Ramirez. Ms. Ramirez assists the parent in completing the HLIS. Based on the parents responses to the HLIS, Ms. Ramirez then administers the LAB-R and Spanish LAB to determine the students ELL eligibility status all within the first 10 school days.

The HLIs is completed by the parent at registration. if the parent does not speak English, the secretary then calls Ms. Ramirez (ESL teacher) to review the HLIS with the parent.

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.  
Within the first ten school days, Parents of eligible students are invited to attend an ELL orientation meeting presented by the ESL teacher. At this time, they receive information regarding the three program choices including viewing the ELL Parent Orientation video. The ESL teacher contacts parents via telephone. For those parents that cannot be reached via telephone, the ESL teacher sends a letter home and/or makes contact during grade open house. If and when a TBE class opens up, parents who previously chose a TBE program are called and invited to attend an informational session either during school hours or in the evening. At that time the availability of the new class is explained. If parents cannot attend either of the informational sessions, such session will be held via phone.
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 [\[see tool kit\]](#).)  
Entitlement letters are sent home with students after the LAB-R is administered and hand scored. Parent survey and program selection forms are completed at the conclusion of the parent orientation meeting. These forms are maintained by the ESL teacher in a file cabinet in her classroom.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
After the parent completes the HLIS, students are either placed in a monolingual class or a bilingual class until the parent attends the parent orientation meeting. Within twenty days of registration and after parents have attended the ELL parent orientation meeting, the ELPC screen in ATS is completed. Continued entitlement letters are sent home with the student at the beginning of the school year. Copies of the letters are maintained in a secure file cabinet.
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.  
During the administration of the NYSESLAT, the Freestanding ESL program is cancelled as the teacher proctors the exam. For the speaking part, the ESL teacher asks the questions and a third party teacher scored. To ensure that all eligible students are administered the NYSESLAT yearly, various ATS reports are generated. The four components of the NYSESLAT are administered daily throughout the two weeks allocated for testing. Students are tested in a separate location in small groups.
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.   
The majority of parents choose freestanding ESL.. A small number of parents choose transitional bilingual program which is why we now have a bridge TBE K/1 class and one second grade TBE class. Over the past three years, parents have requested TBE on the program selection forms.

## 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])?

Presently there are thirteen ELLs in the fifth grade which is departmentalized. The freestanding ESL program is a pull-out model for all except for four periods of push-in model into the science classroom with Third and fourth grade ESL push in third and fourth grade. Pull out K, 1, 2, 3, 4, and 5 are pulled by grade.

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)?

Teachers in the TBE program use data from the NYSESLAT in order to group students according to their English acquisition levels. The ESL teacher also uses data gathered from the NYSESLAT scores to group students according to their English acquisition levels. Beginners and Intermediates receive 360 minutes of ESL instruction. The minutes are divided into 45 or 60 minute blocks Monday-Friday. Advanced students receive 180 minutes of ESL instruction which is spread out into 45 or 60 minute blocks.

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.

In the push-in freestanding ESL model, the content area (Science) is taught in English. Approaches used include: SIOP, The Language Experience and TPR. In the TBE program model, teachers use TPR and The Language Experience model. The ESL teacher pushes into the Science room with third and fourth grade ELLs. In both TBE and ESL programs, beginners are instructed in their native language using Estrellitas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Teachers use Fountas and Pinell running record (Spanish).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here:
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).

For newcomers, long term ELLs and 4-6 years of receiving ESL services, we offer after-school Title III program. Those that meet the criteria are also part of the over-aged after school program. Newcomers and the 4-6 years are partake in the CookShop program. Former ELLs receive an additional year of ESL. They are offered Title III after school program. They also receive the ELL extension in math and ELA for one year during state exams.

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?  
SuperKids which is a phonics based program is used with second and third grade ELLs -SWD. Teachers of ELL-SWD incorporate different modalities into their teaching. They present students with many visual cues through pictures or iPads, laptops. They also allow for students to use iPads and listen to stories while at the listening center. Students are exposed to non-fiction through big books, computers and then offered many scaffolds for expressing their ideas/thoughts in writing.
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?

When third and fourth grade ELL-SWD students go to the science room, they go with a general education class. At this time, the

ESL teacher pushes into the science room. Students benefit from receiving instruction from a licensed Common Branch teacher and from a licensed ESL teacher while in the least restrictive environment.

**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:	Spanish		
Social Studies:	English		
Math:	English		
Science:	English		

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

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

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

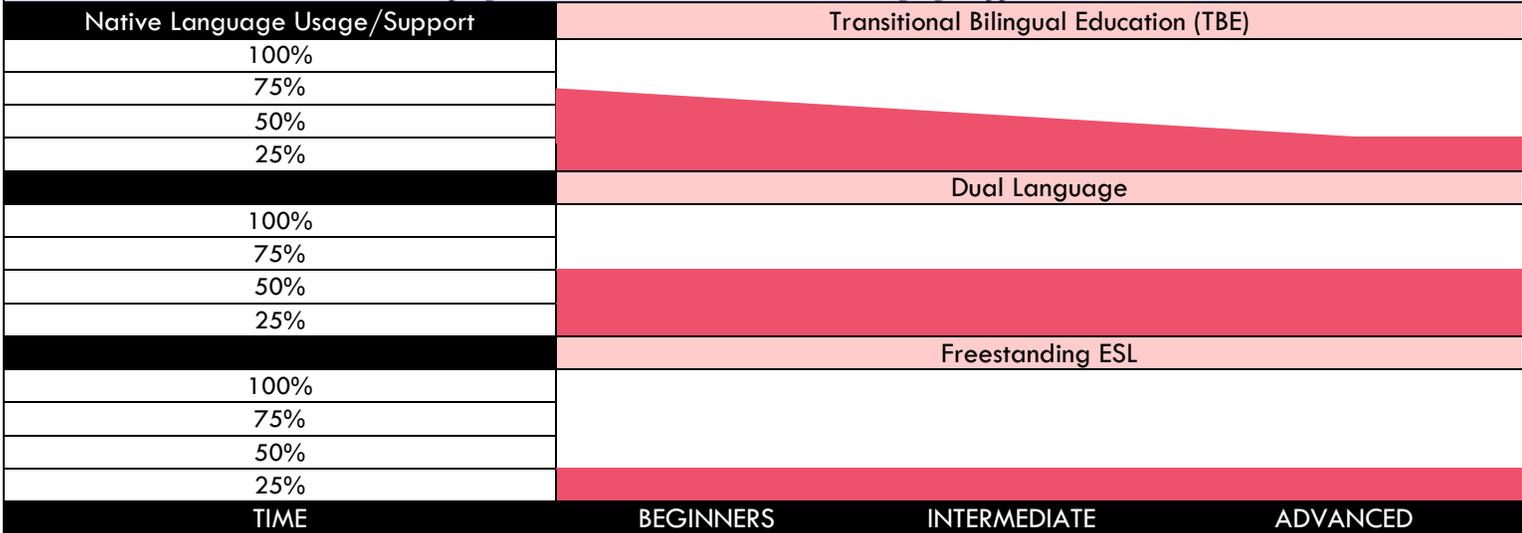
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Academic Intervention Services is offered as a push-in service for math delivered in six week cycles . Freestanding ESL push-in with third and fourth grade ELLS during science class. After-school Title III program for newcomers and 4-6 years. We also offer an over-aged program to which we invite our long term ELLs. AIS math - Go Math! using more manipulatives and visuals. Title III after school program - Zip Zoom English, Camp Can Do and Text Talk.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Presently the ESL teacher pushes in to the Science classroom to work with third and fourth grade ELLs in order to minimize the amount of instructional time that they are out of their general education setting. All teachers are aware of their student population. They understand the needs of their ELLs and how to scaffold lessons for them. They have all received professional development in this area. During common planning weekly meetings, teachers discuss students assessments as well as students' concerns. the ESL teacher is present at these meetings and if and whenever necessary an administrator is present.
11. What new programs or improvements will be considered for the upcoming school year?
- Based on election letters, we may extend our TBE program as we did this school year. All teachers will continue to receive professional development on aligning the common core to teaching ELLs.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All English Language Learners are part of all programs offered at the school. They receive AIS in six week cycles. They are part of the Title III after- school program. They are also part of the over-aged after-school program. ELLs are invited to all after school programs offered, not just Title III.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The school presently uses Ready Gen and Go Math!. ELLs also work with these two programs, it is the responsibility of the classroom teacher to ensure that when they plan they provide scaffolds for their ELLs. The ESL teacher uses ipads and laptop with projector to deliver instruction. Estrellitas is used with the kindergarten students in the TBE.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the TBE classes instruction in the native language is delivered through the content area and in writing. In freestanding ESL, instruction in the native language is used when working with newcomers. Students are encouraged to use their native language as needed. Classrooms are equipped with content area books in Spanish to help support their learning.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Academic Intervention Services is offered in six week cycles in order to meet the needs of all ELLs in grades 2-5. New enrolled students are immediately assessed and begin receiving support where ever it is needed.
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.
- For those ELLs who enroll during the school year, we offer participation in the after-school Title III program, Extended day and AIS.
18. What language electives are offered to ELLs?
- Paste response to question here:
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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

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

All teachers, Paraprofessionals, guidance counselors and administrators receive professional development at the beginning of the school year and on election day by a consultant from NYU (12 sessions) who is an ELL Instructional Specialist. For teachers with SWD and a large population of ELLs, the NYU consultant provides professional development on an ongoing basis. Sign in sheets are maintained in the Principal's office. Teachers also receive professional development on how to align the Common Core Learning Standards to meet the needs of all ELLs. Teachers of TBE classes and the ESL teacher attend workshops offered by the Office of English Language Learners. Our fifth grade classes are departmentalized in order to help students with the transition to middle school. Our ESL teacher has attended and will attend meetings on 9/19, 10/17, 12/10, 2/13, 4/8 and 5/29. Our TBE teachers are part of a 4 all day sessions PD on teaching ELLs. The most recent Reading and Writing Non-fiction for ELLs. The School-wide Social Worker attends mandated city-wide trainings on topics such as: Anti-bullying, Internet Safety, Respect for All and all offered in relation to elementary school students transitioning to middle schools. She maintains communication with all parents of our fifth grade students as well as with guidance counselors in the middle schools.

### D. Parental Involvement

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

Parents of ELLs are invited to monthly PA meetings. The Parent Coordinator schedules workshops and ensures that translation is available. All school correspondence goes out in English and Spanish. The school partners with Eastside House and BELL CBO programs which provide services for all our students and workshop for parents (during the day and after-school). Parents complete the New York City Parent Survey and have discussions/conversations with school personnel from which we gather information on topics that interest parents. Parents are offered informational meetings on the Middle school Process, completing applications for Kindergarden enrollment and on how to complete lunch forms; the latter for which they receive individual assistance. Some teachers give workshops for parents to understand the common core and how to help their children at home, workshops are also offered on Using Math Manipulatives, Homework Help, How to Help Your child prepare for the NYS exams. Parent workshops have also been offered on Internet safety, Cyber Bullying and on behavior "Parents as Leaders; Behavior Seminar."

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

<b>School Name: <u>School of International Cultur</u></b>		<b>School DBN: <u>07X179</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Sherry font-Williams	Principal		12/5/13
Lydia Mathis	Assistant Principal		12/5/13
Iliana Estrada	Parent Coordinator		12/5/13
Ursula Ramirez	ESL Teacher		12/5/13
Minerva Arrigo	Parent		12/5/13

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Lucitania Batista	Guidance Counselor		12/5/13
Lisa H. Pilaski	Network Leader		
Patrice Shields	Other <u>Social worker</u>		12/5/13
	Other _____		
	Other _____		
	Other _____		

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

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

**DBN:** \_\_\_\_\_ **School Name:** \_\_\_\_\_

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

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

**Part A: Needs Assessment Findings**

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

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.

## Part B: Strategies and Activities

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

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.

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>.

## 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: School of International Cultur	DBN: 07X179
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):			
<input type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school	<input type="checkbox"/> Saturday academy	<input type="checkbox"/> Other: _____
Total # of ELLs to be served: 30			
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 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: 3			
# of certified ESL/Bilingual teachers: 3			
# of content area teachers: 0			

### 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: Public School 179 will implement Title III as an after school program, which will take place from November until April. After reviewing the NYSESLAT scores as well as ELA scores from previous years, we have observed that students are deficient in the development of English academic language. Students must work on developing academic vocabulary. The after school program will enhance students reading and writing skills. The ultimate goal of the Title III after school program is to provide students with needed scaffolding which will assist them in their classrooms in further developing comprehension skills and strategies.

The program will be dedicated to second, third, fourth and fifth grade English Language Learners who are beginners, intermediate, newcomers and long-term. The program will focus on building vocabulary and helping prepare these students to meet the demands of the Common Core. We will definitely service ALL long-term ELLs as data indicates that these are the students who struggle the most in advancing on the NYSESLAT.

The program will meet on Wednesdays and Thursdays from 2:30 p.m. to 4:30 p.m. beginning in November and ending in April.

Three bilingual and/or ESL certified teachers will work the Title III after school program.

The group of Beginners and Intermediates (grade 2) will use Zip, Zoom into English, the second group of beginners and intermediates (grades 3 & 4) will use Imagine Learning and the long-term group will use Ready New York CCLS.

### 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: Professional development will be offered to ALL teachers working in the Title III after school program. The purpose of the professional development workshops is for teachers to integrate research based strategies that are aligned with the Common Core and as a result will improve student achievement. Teachers will also understand the importance of monitoring student progress and using such data to plan instruction.

All teachers (since we have ELLs in all classrooms) will receive professional development offered by Dr. Rosa Maria León, NYU Consultant for English Language learners on assessing during instruction. These professional development sessions will be held on 12/3, 12/10, 1/7, 1/21, 2/11 and 2/25 between 8:00 a.m. and 2:20 p.m.; more sessions will/can be added as needed. Teachers need to understand that assessment must be fully integrated into instruction, through extensive use of formative assessment. Teachers will learn how to assess students regularly during instruction in order to diagnose evidence of learning by individual students. Teachers will also receive professional development in the area of

**Part C: Professional Development**

aligning the Common Core to teaching ELLs within the content area. Teachers will learn how to plan lessons which indicate correspondence between assessments and instructional outcomes. Teachers will also learn how to provide a variety of appropriately challenging resources that are differentiated for students in their class. Bilingual and ESL teachers will also attend workshops offered by the Office of English Language Learners and by the Office of Students with Disabilities. the ESL teacher will attend a workshop on November 20, 2014 on: What's Different About an IEP for English Language Learners? Dr. León will meet with teachers during different cycles. Training begins in November and is ongoing throughout the school year.

**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: Research has identified the benefits of ELL parent involvement in their children's education. At P.S. 179, we are always encouraging parental involvement. We will offer at least three workshops throughout the school year (excluding CookShop for Families). Each workshop runs for approximately 90 minutes from 2:30 p.m. to 4:00 p.m. during this time a pedagogue will remain with students assisting them with their homework while parents attend the workshops.

Topics to be covered are: " Reading Non-fiction to English Language Learners", "Helping Your Child Enhance His/Her Writing Skills" and "How to Help Your Child Increase His/Her Expressive Skills." the workshops will be presented by Ursula Ramirez, ESL teacher; Hanna Calderón, Bilingual Speech Therapist; Angelita Soto, Grade 4 Literacy Teacher and assisted by our Parent Coordinator, Iliana Estrada.

Parents will be notified of these activities via a letter sent home with their child (tear-off included for monitoring number of attendees) and, a reminder follow-up phone call. Interpretation services are offered to parents, and all notices that are sent home are translated. This will ensure that parents are both, informed about the programs, and can participate in a meaningful way.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	—

**Part E: Budget**

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

Allocation Amount: \$0

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