



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	12X300
School Name:	COMMUNITY SCHOOL 300
Principal:	VENESSA SINGLETON

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Expanded Learning Time (ELT)

Section 8: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Community School 300 School Number (DBN): 12X300
School Level: Elementary Grades Served: Prek-5
School Address: 2050 Prospect Avenue Bronx, NY 10457
Phone Number: (718) 584-6310 Fax: (718) 220-1370
School Contact Person: Venessa Singleton Email Address: Vsingle2@schools.nyc.gov
Principal: Venessa Singleton
UFT Chapter Leader: Keri Ann Martin
Parents' Association President: Roshan Hampton
SLT Chairperson: Venessa Singleton
Student Representative(s): _____

District Information

District: 12 Superintendent: Rafaela Espinal Pacheco
Superintendent's Office Address: 1434 Longfellow Avenue Bronx, NY 10459
Superintendent's Email Address: REspina@schools.nyc.gov
Phone Number: (718) 328-2310 Fax: (718) 542-7736

Cluster and Network Information

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

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Venessa Singleton	*Principal or Designee	
Keri Ann Martin	*UFT Chapter Leader or Designee	
Roshan Hampton	*PA/PTA President or Designated Co-President	
Krystal Blair	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Roshan Hampton	CBO Representative, if applicable	
Natasha Polo	Member/Vice President	
Marta Latimer	Member/ Treasurer	
Evelyn Bynam	Member/ Secretary	
Beverly Reid	Member/ Title I Representative	
Danielle Smith	Member/ Assistant Principal	
Lisa Gilbride	Member/UFT Designee	
Jean Marie Blair	Member/ Parent Coordinator	
Arminda Pallares	Member/ Parent Member	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Community School 300 is a community of lifelong learners. We feel safe, confident, and loved in our school. This statement is not only our belief but our mission. Our school promotes an atmosphere of high expectations, family and togetherness. Our explicit communication system enables parents to know about the Common Core Learning Standards and the strategies needed to help our students gain success. We host a variety of parent engagement activities throughout the school year ranging from our weekly Parent Book Club / Parent Support Group, Learning Leaders, monthly PTA meetings, Family Literacy / Multicultural Day, movie night, family game night and Father/ Daughter Dance. Partnerships with families to support student's academic progress toward college and career readiness are impacted through our relationships with the Bronx Botanical Gardens, Good Shepherd Services, Sports and Arts in School Foundation, Crayola and Centra Ruddy Architecture firm.

The DTSDE Tenet 5 illustrates the most growth our school has accomplished from the previous school year. Our efforts will focus on strengthening family engagement, student assessment results and discussion and questioning techniques.

12X300 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	642	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				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	88.7%	% Attendance Rate		92.1%
% Free Lunch	90.2%	% Reduced Lunch		3.7%
% Limited English Proficient	15.5%	% Students with Disabilities		23.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		42.5%
% Hispanic or Latino	55.5%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.22
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4		13.0%
Science Performance at levels 3 & 4 (4th Grade)	65.6%	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		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

12X300 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	642	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				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	88.7%	% Attendance Rate		92.1%
% Free Lunch	90.2%	% Reduced Lunch		3.7%
% Limited English Proficient	15.5%	% Students with Disabilities		23.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		42.5%
% Hispanic or Latino	55.5%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.22
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4		13.0%
Science Performance at levels 3 & 4 (4th Grade)	65.6%	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		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

12X300 School Information Sheet

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	642	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	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		88.7%	% Attendance Rate		92.1%
% Free Lunch		90.2%	% Reduced Lunch		3.7%
% Limited English Proficient		15.5%	% Students with Disabilities		23.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.2%	% Black or African American		42.5%
% Hispanic or Latino		55.5%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White		0.8%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		8.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		6.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)		9.22
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		9.9%	Mathematics Performance at levels 3 & 4		13.0%
Science Performance at levels 3 & 4 (4th Grade)		65.6%	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		
Priority School		X			
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		YES
Economically Disadvantaged		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		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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.

- School leaders and coaches frequently observe teachers and provide timely feedback to ensure that the curriculum is rigorous, coherent, and appropriately aligned to the Common Core Learning Standards.
- The Curriculum Planning Team designs and adjusts the curriculum across the grade levels to ensure that they are properly aligned to the Common Core Learning Standards.
- Common planning, grade meetings, vertical grade leader meetings, vertical special education meetings take place to ensure that the curriculum includes activities and questions that help develop higher order thinking and build deep conceptual understanding and knowledge around specific content.
- Weekly professional development sessions address best practices, improvement in questioning and discussion areas and using assessment throughout daily lessons and units of study.
- Support is offered to students in the forms of Saturday Academy, Afterschool Academy, Sports in the Morning, NYSESLAT preparation.
- All classes have a Smart board and have 100 minutes scheduled technology time (I-pads and laptops).
- Class, grade, and individual data is collected and discussed to help drive instruction.

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, 60% of teachers will move will move one level in the Advance HEDI scale in of (3b) using questioning and (3d) using assessment in the classroom.
Students will be showing progress in I-Ready and Fountas and Pinnell by moving 50% of students from Level 2 to level 3.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research based instructional programs such the Danielson Framework, Ready Gen, Go Math, I-Ready, Super Kids are used across grade levels to impact change. 	Entire school staff, Grades Pre-K through 5	Throughout the school year September-June,	School administrators, coaches, support staff, and outside consultants
<ul style="list-style-type: none"> • Monthly professional development sessions (second Monday) that focus on looking at student work to make decisions on how to best service students that are English Language Learners, Students with disabilities, at risk and students in other sub groups. • Professional growth opportunities are utilized throughout the school year to offer additional support for teachers without the students losing instructional time. • RTI meetings offer support and best practices to struggling students across the grade levels and content areas. 	Entire school staff, Grades Pre-K through 5	Throughout the school year September-June, on the second Monday of the month	School administrators, coaches, support staff, and outside consultants
<ul style="list-style-type: none"> • The event planning committee meets on Tuesdays to plan events to further parental involvement. 	Parents and surrounding community Grades Pre-K through 5,	Throughout the school year, September-June, on Tuesdays	School staff, parents, students

<ul style="list-style-type: none"> The school staff is involved in the decision making process of the school mission statement and school wide activities. Throughout the school year class inter-visitations take place throughout the building to support colleagues in a variety of areas. 	School staff Grades Pre-K through 5,	Throughout the school year September-June,	School administrators, coaches, support staff
--	---	---	---

Part 4 – Resources Needed

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

To implement the action plan it is necessary to have adequate school staff, and materials. Professional Growth Opportunity periods will make schedule changes minimal.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
---	-----------------	---	----------------------	---	------------------------	--	------------------	--	------------------	--	----------------------	--	---------------

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

Part 6 – Progress Monitoring

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

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

Frequent observations by school administration and coaches with a focus on questioning and discussion techniques, and using assessment throughout the course of the school year.

During February, the Measures of Teacher’s Practice will be reviewed. School staff can be tracked on their improvement in those target areas (3b and 3d).

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
--	--	-----	--	----

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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.	HE
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.	HE
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.	HE
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.	HE

Part 1b. Needs/Areas for Improvement:

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

Our school community promotes an atmosphere of high expectations, family engagement and collaborative partnerships that not only supports but sustains social emotional development of our students and their families. We have a variety of family engagement activities throughout the school year ranging from movie night, attendance dinners, multicultural / family literacy day, supermarket bingo, parenting classes, parent book club and Zumba night events. We also have collaborative partnerships with two Community Based Organizations; Good Shepherd Services and Sports in Arts in School Foundation. These two organizations supports our students instructional needs during the after school hours.

Our **SISTAH Program** (Sisters Inspiring Sisters To Achieve Higher) promotes social and emotional responsiveness for our students. This program’s fundamental principle serves to promote positive self-esteem and conflict resolution skills for students. Through community service projects, SISTAH teaches anti-bullying skills to promote a positive and safe school environment, “Go Red Day” which teaches students and families about healthy living and heart disease. The SISTAH Program serves students with disabilities, English Language Learners, and general education students. Our **Sports in the Morning Program** serves African American and Latino males who are English Language Learners and Students with Disabilities in sports and academic activities before school. This program promotes academic, attendance and social / emotional success for students.

Our school has a school wide healthy snack policy, School Wellness Council and Nutrition Committee to promote healthy eating and living for students. Additionally, we have our annual Zumba Night activities for families, Field Day activities for both students and staff. These activities not only promote a healthier school environment, but foster a

positive school culture for all stakeholders.

Our RTI Team, Attendance Team and Adopt a Student program, works collaboratively with teachers to identify students at risk academically and socially / emotionally. All teams use student data: instructional and attendance to articulate with teachers regarding students who are at risk.

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.

To increase parental involvement by 5% during the 2014-2015 school year. As a school community, we based this goal on our NYC School Survey results from 2013-2014 school year. Our goal is to increase parental involvement within our parent stakeholders. Student attendance will increase from 92% to 95% and reduce the Average of Yearly Absences per Active teacher from 6.9% to 5%. This will result in an increase of student attendance, engagement and overall reading and mathematics scores. Additionally this will result in a parent-friendly and welcoming school culture for our school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Events Planning Committee meets weekly, RTI Team meetings, Attendance Meeting,	Grades Pre-K thru 5	September until June, 2015	School Administrators, SLT, PTA and staff
Tier leveled intervention, informal assessments, and review student data results.	Grades Pre-K thru 5	September until June 2015	School Administrators and staff
School-wide celebrations, school-wide events, Events planning committee, PTA and SLT meetings	Grades Pre-K thru 5	September until June 2015	School Administrators, S LT,PTA and staff
School-wide celebrations, school-wide events, Events planning committee, PTA and SLT meetings	Grades Pre-K thru 5	September until June 2015	School Administrators, SLT,PTA and staff

Part 4 – Resources Needed

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

Time, flexible scheduling, professional development, soft ware, smart boards, ELA and mathematics instructional materials, summative and formative assessment.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

As a school community we are progress monitoring our success during our monthly School Leadership Team meetings.

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

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

--

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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.	
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.	
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.	
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.	

Part 1b. Needs/Areas for Improvement:

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

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

- School leaders and coaches frequently observe teachers and provide timely feedback to ensure that the curriculum is rigorous, coherent, and appropriately aligned to the Common Core Learning Standards.
- The Curriculum Planning Team designs and adjusts the curriculum across the grade levels to ensure that they are properly aligned to the Common Core Learning Standards.
- Common planning, grade meetings, vertical grade leader meetings, vertical special education meetings take place to ensure that the curriculum includes activities and questions that help develop higher order thinking and build deep conceptual understanding and knowledge around specific content.
- Weekly professional development sessions address best practices, improvement in questioning and discussion areas and using assessment throughout daily lessons and units of study.
- Support is offered to students in the forms of Saturday Academy, Afterschool Academy, Sports in the Morning, NYSESLAT preparation.
- All classes have a Smart board and have 100 minutes scheduled technology time (I-pads and laptops).

A Variety of data sources we use are as follows:

- Beginning of Year/Middle of Year/End of Year – Writing
- Beginning of Year/Middle of Year/End of Year –Math (Go Math)
- Beginning of Year/Middle of Year/End of Year -Reading (F&P)

- Beginning of Year/Middle of Year/End of Year – I-Ready – Periodic Assessments
- Unit Exams
- Performance Tasks
- Formative and Summative Assessments

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.

Teachers will meet the second Monday of each month to conduct collaborative inquiry work, to grade a piece of work, using a rubric and “norm” it. The data source used to measure this goal is student ELA work samples. By the end of the school year, 95% of teachers will be able to grade a piece of work, and the scores will be calibrated. 95% of teachers will be able to utilize a rubric uniformly to give students the most accurate and specific feedback to improve student achievement by 60%. This work is relevant because previous data has shown some un-calibrated student work. Un-calibrated grades on student work reflect all students were not fully aware of the assessment criteria.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • We will utilize the Collaborative Analysis Protocol for inquiry work. A variety of students will be targeted (teacher’s choice). Inquiry work will occur throughout the school year. Leaders will choose 1-2 pieces of student work (with a rubric) by grade, for teachers and paraprofessionals to independently score and then calibrate as a grade. Leaders, coaches, teachers, and para professionals will be responsible for implementing this work. • 	School staff, Grades Pre-K-5	September 2014-June 2015	School administration, coaches, support staff, outside consultants
<ul style="list-style-type: none"> • Grade teams will meet weekly to plan, discuss data, best practices, share information and develop next steps. • Grade leaders will meet weekly to bring 	School staff, Grades Pre-K-5	September 2014-June 2015	School administration, coaches, teachers, support staff

<p>questions/concerns from their grade, collaborate on school matters, and receive information or tasks to return to grade teams to share/complete.</p> <ul style="list-style-type: none"> Special Education vertical team meets weekly for mentoring, receiving/sharing information, professional development etc. 			
<ul style="list-style-type: none"> The parent Engagement team will continue to meet on Tuesdays to plan/implement activities for families. 	Parents, students, school community	September 2014-June 2015	School administration, school staff
<ul style="list-style-type: none"> The school staff is involved in the decision making process of the school mission statement and school wide activities. Throughout the school year class inter-visitations take place throughout the building to support colleagues in a variety of areas. 	Parents, students, school community	September 2014-June 2015	School administration, school staff

Part 4 – Resources Needed

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

- Student work, Collaborative Analysis Protocol Forms, rubrics, leaders, coaches, and teachers, para professionals. No schedule adjustment is required for this work which will take place during professional development time.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
---	-----------------	---	----------------------	---	------------------------	---	------------------	---	------------------	---	----------------------	--	---------------

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

Part 6 – Progress Monitoring

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

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

Frequent observations by school administration and coaches with a focus on questioning and discussion techniques, and using assessment throughout the course of the school year.

During February, the Measures of Teacher’s Practice will be reviewed. School staff can be tracked on their improvement in those target areas (3b and 3d).

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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

Part 1b. Needs/Areas for Improvement:

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

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

- School leaders ensure an articulated vision, understood and shared across the community, by including the school community in the planning, development of the vision.
- School Leaders use evidence based systems such as the Danielson Framework for Teaching, is utilized to examine and improve teacher practices. Our curriculum team adjusts/revises the curriculum for the school community and works to ensure the curriculum is aligned with the Common Core Learning Standards. Grade teams formulate adjustments/revisions based on data analysis during grade conferences.
- School leaders regularly attend professional development within the school community and off campus, encourage and mentor staff members to move to higher positions within the school community and beyond, and regularly facilitate professional development within the school.
- The school community has a family engagement/event planning team which includes school leaders, staff, and parents. School leaders also seek input from our student council for family engagement activities.
- Fiscal decisions are made to improve the school and student goals are achieved by carefully planning. For example, the school program is designed to allow professional Growth Opportunities (PGO’s)

within the school day. PGO's allow teachers see best practices in action (i.e. inter-visitations or learning walks), without disrupting the program and without the teacher losing his/her regular preparation period. Resources are organized to maintain classes that are not filled to capacity. Capital is identified and utilized to offer after school and Saturday programs.

- School leaders utilize Advance to conduct targeted and frequent observations. School Net is utilized to track progress of teacher practices based on student data. Analysis on the data from the aforementioned informs decisions for professional development opportunities for the school community.

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.

- 60% of teachers will improve by shifting up one level in the Advance HEDI scale in component 3(d)- Using Assessment in Instruction by the end of the 2014-2015 school year. Frequent observations by leaders and timely feedback will support teachers in attaining this goal. The end year rating (MOTP) in this component, will be utilized to determine if the goal was achieved. This goal is relevant because evidence has shown when students understand their assessment criteria, teachers effectively monitor student learning, gives constructive, specific, accurate, and timely feedback, and students taking responsibility for their learning (self assessment), will lead to improved student achievement.

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: <ol style="list-style-type: none"> 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 	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"> • Frequent observations by the principal, assistant principals, and coaches with timely feedback for all teachers, which will begin in October and continue throughout the school year. • Weekly professional development for all staff members (every Monday throughout the school year), which will be facilitated by school leaders, coaches, teachers, or an 	School staff	Ongoing throughout the school year	School administration, coaches, support staff, outside consultants

<ul style="list-style-type: none"> outside consultant. 			
Grade leader meetings, grade meetings, special education vertical meetings, and Response to Intervention meetings are utilized to identify strategies to address the needs of students with disabilities, English language learners and other high need groups. Programs such as Afternoon and Saturday Academy, Sports in the Morning, SISTAH, and NYSESLAT preparation after school program also address the needs of the aforementioned.	School staff and students	Ongoing throughout the school year	School administration, coaches, teachers, and support staff
<ul style="list-style-type: none"> The Parent Engagement team will continue to meet on Tuesdays to plan/implement activities for families. 	School staff	On Tuesdays, ongoing throughout the school year	School staff and school community
<ul style="list-style-type: none"> The second Monday of each month is dedicated to inquiry work (looking collaboratively at student work). PGO's will be scheduled throughout the school year for staff based upon school leader recommendation, coach recommendation, or teacher request. 	School staff	Ongoing throughout the school year. Collaborative work on the second Monday of the month.	School administration, coaches, support staff

Part 4 – Resources Needed

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

- To implement this action plan, funding is necessary for per session and to purchase materials. There will be no need for schedule adjustments.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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.

Frequent observations by school administration and coaches with a focus on questioning and discussion techniques, and using assessment throughout the course of the school year.

During February, the Measures of Teacher's Practice will be reviewed. School staff can be tracked on their

improvement in those target areas (3b and 3d).

Part 6b. Complete in February 2015.

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

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

--	--	--	--	--	--

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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.	HE
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.	HE
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.	HE
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.	HE

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 18. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- School Administrators and our Parent Coordinator, and teachers will outreach to parents by offering monthly workshops and meetings. The topics covered will range from Common Core Learning Standards, ESL education, special education, college and career readiness, and student achievement goals.
 - Assemblies are held to celebrate our Student of the Month, student performances, and individual talents.
 - Celebrations such as publishing parties are planned so parents can visit the classrooms and see children's final projects.
 - Community School 300 has a parent wiki space that provides weekly homework assignments, workshop offerings.
 - Community School 300 Newsletter is created by students to inform parents about what they have been learning and what has been going on at school.
 - School calendars are sent home with students as well as posted in the school lobby.
 - PTA and SLT meeting regularly to discuss school wide goals, concerns, and activities.
 - Parents utilize Class Dojo, Remind 101, Blackboard Connect as tool to communicate student progress and data.

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, our school will increase the number parent volunteers by 5%. The number of parent volunteers at the end of June 2015 will be compared to the total number of parent volunteers we had in June 2014. The trained Learning Leaders will support our school community in various capacities and will be recruited in a variety of methods (workshops, meetings, family events, newsletters, etc.) Increasing the number of parent volunteers will allow the school staff to focus more on improving student achievement.

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: 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	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>
Vertical Team Meetings, SLT, PTA meetings, common planning and RTI meetings	Entire staff, students, parents, PTA and SLT	September until June, 2015	Administrators and staff and SLT
Progress monitor student data, school survey results	Entire staff, students, parents, PTA and SLT	September until June, 2015	Administrators and staff and SLT
Needs survey for parents, on-going communication and involvement with Learning Leaders	Entire staff, students, parents, PTA and SLT	September until June, 2015	Administrators and staff and SLT
School-wide celebrations, newsletters and SLT /PTA meetings	Entire staff, students, parents, PTA and SLT	September until June, 2015	Administrators and staff and SLT

Part 4 – Resources Needed

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

Professional development and scheduling.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

NYC School Survey results monitored from March 2015-July 2015.

Time frame to monitor results July, 2015 until September 2015

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

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas and Pinnell benchmark results, teacher recommendations, RTI Team and formative and assessments	I-Ready, Super Kids, Starrmatica, and Imagine Learning, Sports in the Morning and Saturday Academy	Small group instruction and one to one tutoring	Regular school day, before school and afterschool
Mathematics	Go Math and I-Ready	Imagine Learning, I-Ready, Sports in the morning and Saturday Academy	Small group instruction	Regular school day, before school and afterschool
Science	Fountas and Pinnell benchmark results, teacher recommendations, RTI Team and formative and assessments	I-Ready, Super Kids, Starrmatica, and Imagine Learning, Sports in the Morning and Saturday Academy	I-Ready, Super Kids, Starrmatica, and Imagine Learning, Sports in the Morning and Saturday Academy	Regular school day, before school and afterschool
Social Studies	Fountas and Pinnell benchmark results, teacher recommendations, RTI Team and formative and assessments	I-Ready, Super Kids, Starrmatica, and Imagine Learning, Sports in the Morning and Saturday Academy	I-Ready, Super Kids, Starrmatica, and Imagine Learning, Sports in the Morning and Saturday Academy	Regular school day, before school and afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI Team, SAT Team, Attendance Team	RTI	I-Ready, Super Kids, Starrmatica, and Imagine Learning, Sports in the Morning and Saturday Academy	Regular School Day

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

Part 1 – ELT Program Goal(s)

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

Student participating in the Sports and Art in School Foundation and Good Shepherd Services will increase their Fountas and Pinnell Level by three bench mark levels.

Part 2 – ELT Program Description

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

Grades kindergarten through 5.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:
 Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
 Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
 Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
 Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
 Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Good Shepherd Services, Sports Arts in School Foundation and READ Alliance will offer reading and mathematics as instructional activities as well as an integration of the arts: dance, music, art basketball and chess.

Students will participate in cultural trips around New York city to give exposure to the arts and prepare for college and career readiness.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
---	---	-----------	--	------------

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Parent Coordinator, ELT programs and PTA will hold informational meetings for parents to encourage enrollment.

Part 3 – ELT Program Implementation and Oversight

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

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

Good Shepherd Service, Sport and Arts in School Foundation and READ Alliance will implement ELT programs and their staff will oversee each program.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.
Space, flexible scheduling and budgeting.

Part 3c. Timeline for implementation and completion, including start and end dates.
September, 2014 to June, 2015

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Fountas and Pinnell and I-Ready data are the bench mark tools used to monitor results.

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

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

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Professional development, Danielson Framework for Teaching, feedback from Advance observation results, informal and formal observations and Professional Growth Opportunities (PGO) feedback from teachers. Lab Sites will give small learning communities the opportunity to watch their colleague's instruction and provide feedback and next steps. • Teacher's take part in inter-visitations so they can watch their colleagues. Debriefs after inter-visitations take place with School Administrators and Coaches. • Teachers with outstanding attendance will be allowed to attend incentives in June 2015. • School Administrators, Teachers and Coaches will turnkey information and activities from their professional development opportunities to their colleagues.

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).
Professional development, Common Planning, Danielson Framework for Teaching, feedback from Advance observation results, informal and formal observations and Professional Growth Opportunities (PGO) feedback from teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Tier leveled interventions, Saturday Academy instruction, SISTAH Program, Sports in the Morning Program and formative and summative assessments.

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).

Flexible scheduling, budgeting, professional development opportunities, RTI Team meetings and progress monitoring student data.

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.).

Super Kids, Fountas and Pinnell, I-Ready, ESI-R , vertical team meetings and RTI screenings.

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.

Formative and summative assessment results.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$520,914	X	All grades
Title I School Improvement 1003(a)	Federal	\$16,961	X	All grades
Title I Priority and Focus School Improvement Funds	Federal	\$125,769	X	All grades
Title II, Part A	Federal	\$179,156	X	
Title III, Part A	Federal	\$11,200	X	
Title III, Immigrant	Federal	\$3,496	X	
Tax Levy (FSF)	Local	\$3,111,519	X	All grades

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Community School 300**, 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. **Community School 300** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

Community School 300, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 12	Borough Bronx	School Number 300
School Name Community School 300		

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 Venessa Singleton	Assistant Principal Nichelle Rice
Coach Olga Fotinis - Literacy Coach	Coach Maria Hernandez Math Coach
ESL Teacher Karen Scott	Guidance Counselor Tawana Dimanche
Teacher/Subject Area Iris Rodriguez - Bilingual	Parent Roshan Hampton
Teacher/Subject Area Denise Tarrats - Biling-Gr. 4	Parent Coordinator Jean Marie Blair
Related Service Provider Erica White -SETTS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	604	Total number of ELLs	89	ELLs as share of total student population (%)	14.74%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in	4	11	3	8	9	8								43
Pull-out	10	8	14	3	6	5								46
Total	14	19	17	11	15	13	0	89						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	76	ELL Students with Disabilities	18
SIFE	2	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	76	2	13	13	0	5	0	0	0	89

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	76	2	13	13	0	5	0	0	0	89
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	17	13	10	12	8								73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1	1		1								3
Haitian														0
French					3									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	3			4								10
TOTAL	14	19	17	11	15	13	0	89						

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)	5	6	2	5	5	8								31
Intermediate(I)	0	3	8	3	3	3								20
Advanced (A)	9	9	7	3	7	2								37
Total	14	18	17	11	15	13	0	0	0	0	0	0	0	88

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	59	33	5	0	97
4	32	26	6	0	64
5	65	32	5	1	103
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	42		35		17		4		98
4	47		17		7		0		71
5	76		26		6		1		109
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	2		5		23		8		38
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tool used to assess the early literacy skills of our ELLs is Fountas and Pinnell. Over 40 % of students in grades K through 2 continue to meet the EOY benchmark from Fountas and Pinnell. The insight our data provides us information regarding our ELLs who made gains from the BOY results to MOY. Also, teachers use BOY and MOY results to improve the instruction for students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. The data reveals that LAB-R scores were evenly matched across proficiency levels with students receiving scores of Beginner (B), intermediate, (I), or Advanced (A) on the LAB-R. The data reveals that most ELLs score at the Proficient (P) Level on one or more parts of the NYSESLAT; since students score at the B, I, or A level on one or more parts and are not scoring Proficient on all parts of the assessment, this results in them receiving a score of B, I, or A as the overall score. The patterns across the LAB-R and NYSESLAT data reveal that across proficiency levels ELLs is that they require additional vocabulary development and intensive building of background knowledge across science and social studies non-fiction areas, reading strategies for non-fiction texts and intensive yet differentiated instruction of writing strategies and critical thinking skills for ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQO tool](#))
- In addition, the data patterns across the LAB-R and NYSESLAT are used to inform data-driven instruction by teachers. Despite the fact that data specific to each modality was not provided on the RNMR reports, we use the overall score in conjunction with students' F&P assessments at the beginning, middle and end of year to choose inquiry groups and to provide remediation services by differentiation of instruction for each individual ELL. In addition, these scores are used by the school staff to plan Saturday Academy and Afternoon Academy programs to facilitate ELL students' achievement in the areas in need of most improvement.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
4. a. As per analysis and assessment of the NYSESLAT, students score better on the L/S than on the R/W parts of the exam.
- 4b. The school leadership team and its teachers use the ELL Periodic Assessment to tailor the Common Core Learning Standard aligned Ready Gen ELA curriculum to the needs of the students and provides a premise for professional development for general education and ESL teachers. In addition, using the GO Math! mathematics curriculum we provide bilingual Spanish/English math text books, standard practice books and math bulletin boards. Teachers use this data to provide targeted instruction during the school in AIS and afterschool programs.
- 4c. The school administrators and teaching staff have assessed that ELLs have intense needs around phonics instruction, phonemic awareness, reading comprehension, and writing skills. Native Language program is used in the programs mentioned above by having students read and practice skills in their native language and then the instruction is interpreted in English.
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](#).)
5. Our ELL students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodic assessments. Our school uses this model for ELLs to determine whether students are benefiting from an instructional program within a reasonable time. Also, to build more effective instructional programs for students who are in need of more intensive services / instruction. In addition, we designed effective individualized instructional programs for both ELLs who receive general education and special education services using the RTI model. Our school uses DIBELS as a baseline assessment for RTI and based on this data instruction is differentiated for students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
6. When a student enters a NYC public school for the first time, a Home Language Identification Survey (HLIS) and the parent/child interview is completed in English and the Home Language. In addition, a child's educational history is used as part of the interview / screening process. Our school provides translators in the student's native language during the interview portion of the home language survey. With this information, the ESL teacher works to uncover the factors that could influence the student's English Language Learning process, thereby allowing this knowledge to guide linguistically responsive instructional choices. We administer the LAB-R and the Spanish LAB-R, if necessary to assess the student's proficiency in Spanish. Additionally, cluster teachers collaborate and plan with classroom teachers to help build the language skills for ELL students.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- This information is not applicable to our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. The school evaluates the success of the ELL program by the students' outcomes of the Fountas and Pinnell data in reading and writing. Chapter unit assessments in both mathematics and English Language Arts and the improvement of scores on the following exams NYSESLAT, annual NYS ELA and math assessments and Fountas and Pinnell results in reading and writing. We examine the data results of ELL students

based upon the NYSESLAT results for each grade level: 30 % of kindergarten ELLs performed on the intermediate level, 40 % of 1st grade ELL's performed at intermediate level, 20 % of second grade ELLs are performing at the beginner level, 40 % of third grade students performed at the intermediate level and 40 % of fifth grade ELLs performed at the intermediate level.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The steps for ELL student identification is as follows: Within the first 10 day of the school year or within the first 10 days of a child's registration for school , the parent is provided with a Home Language Identification Survey (HLIS) which is administered by an ESL pedagogue. If the HLIS indicates that a student uses a language other than English, the parent and the child (ren) are interviewed in English and if they speak Spanish or French, in their native language. We solicit and hire a translator from the Translation and Interpretation Unit/ or another government translation agency if necessary. b. The HLIS and accompanying interviews are done by Ms. Scott, ESL teacher, Ms. Rodriguez, and Ms. Skerritt, IEP Coordinator. We determined from the interview whether the student is spanish dominant. If it is determined that the child is a possible ELL as deemed by the interviews, then the child is administered an english proficiency test called the Language Assessment Battery-Revised (LAB-R). In the spring, we administer the NYSESLAT to all English Language Learners in grades K–5 regardless of physical location of the student, classification as disabled, or number of years of service.
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.

The current structures in place for families are the support of both our Parent Coordinator and ESL teacher, within ten days of the students arrival and review of their HLIS and facilitation of the LAB-R, the parents of the children who score B, I, A on the LAB-R are invited to parent orientation sessions about our programs and services offered . Ms. Rodriguez and Ms. Scott translate all information in spanish, the native language the students/parents. In addition, families are given to the opportunity to visit our classrooms. Ms. Scott and Ms. Rodriguez, explain the three services to the parents.
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 [\[see tool kit\]](#).)

In September, our Pupil Accounting Secretary, ESL teacher and Parent Coordinator conduct a parent orientation session for families which details information about our school, curriculum and instruction and ESL /ELL programs offered at our school. In addition, this process occurs weekly as new students register throughout the year. Ms. Scott and Ms. Rodriguez, facilitate the HLIS and the parents and child are interviewed immediately. If the school can not provide the translation at our school, we inform school administrators, who arrange for the translation services and subsequent interview in the home language. If LAB-R eligible, then the student is administered the LAB- R; if they score below proficient, the ELL teacher issues an Entitlement Letter addressed to the parent with the child.

In the Entitlement letter, the parents are invited to the Parent Orientation session within ten days of their child's admission to the school. During Parent Orientation session, the parents view a video about ESL education and are then provided with the Parent Survey and Selection forms to be completed at the time of the meeting. If the parent chooses to fill it out at home, the ELL teacher provides a due date for the form to be returned. After the date has passed, the ELL teacher calls the home to remind the parents that the form needs to be returned by a specific date. The ELL teacher, continues to outreach to families about our ESL programs throughout the school year.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. The criteria used and the procedures followed to place identified students in bilingual or ESL instructional programs are based on the HLIS forms, interviews of families and the completed on the Parent Selection Form provided by our school. The ELL teacher distributes placement letters upon the return of Parent Survey and Program Selection placement letters home to the newly

administered ELL students who have not scored proficiency on the LAB-R. Based on the parent choices and the schools resources we distribute entitlement letters. Also, continued entitlement letters are sent home to all ELL students who did not pass the previous years NYSESLAT exam. If the parents have not returned a form, i.e., parent Survey Selection Form by the due date another round of letters goes out to the students the next week. In addition, subsequent calls are made to the home. If they are not returned by due date again, then the ELL teacher notes this on the Parent Letter sent/ received column for the specific student. All forms are distributed in the spanish and english or the native language of the child and english.

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.

The ESL teachers refines and regularly updates the list via ATS of eligible students for NYSESLAT testing. Using the BESIS report, the ESL teacher can determine which students are eligible for testing in the spring. The ESL teacher adminsters theall four parts of the NYSESLAT assessment to students, 1.) Listening, 2.) Speaking, 3.) Reading and 4.) Writing. Students who are absent for any part of the NYSESLAT assessment is administered the make-up assessment at designated periods.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

6. The program models are aligned to the choice of the parents and the needs of the students. We encourage parents to give suggestions and voice their concerns. Parents are given a survey to bridge alignment between their choices and programs offered. Community School 300 is a learning community which consists of Spanish (73), Arabic (3), French (3) and other (10). Our school community is comprised of students in temporary housing, low income housing and private houses. We continue to have a steady increase in the number of recent immigrants to the United States in our school community. Although in previous years parents have selected TBE as their first choice, at the present time, 90 % of our parents who are first time entrants for the 2013-2014 school year have selected ESL.

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])?
 - 1 a. The Organizational model for ESL instruction is that the ESL teacher works with students in a pull-out/push-in program. Our students are heterogeneously grouped for instruction. Students enrolled in the Integrated Co-Teaching bilingual class have a push-in model for instruction. Additional students are provided with both push-in and pull-out services as appropriate to the students instructional needs.
 - 1 b. Our school uses the push-in and pull-out program model for ESL instruction. In the Self-Contained Special Education Class and Integrated Co-Teaching classes, the teachers push-in for instruction.
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)?

In the ESL programs, students are taught by one ESL teacher and one bilingual teacher. Ms. Scott services a total of 43 ELLs (grade kindergarten-4; first grade-11; second grade-3; third grade-8; fourth grade-9 and fifth grade-10. using the push-in model. Ms. Rodriguez services a total of 46 ELLs (grade kindergarten-10; first grade-8; second grade-14; third grade-3; fourth grade-6; fifth grade-5) using the pull-out model. The ESL teacher services students from K-5, both ELLs and ELLS/SWD disaggregated by grade level based on english proficiency level: Beginner(B) , Intermediate (I), and Advanced(A). B/I meet for 8 periods a week. The Advanced students meet for 4 periods a week. Both teachers teach ESL using a Science, Social Studies and ESL based curriculum using the Treasure Chest for English Language Learners Program. All students receive the mandated number of minutes in ELA, based on their proficiency level: Stidemts who have scored Advanced on the NYSESLAT or the LAB- R receive 180 minutes of ELA instruction in their general or special education classrooms. We currently have neither a Bilingual nor a Dual Language Class at this time.

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 general education classes where ELL students receive instruction in mathematics by their general education teacher. The Science and Social Studies teachers push into the classes and provide instruction in English. The ESL teacher uses the Treasure Chest Program an ESL program taught in English and the Brain Pop internet program that specifically covers Science, Social Studies, Mathematics and ELA topics in Spanish and Brain Pop ESL taught in English.

In the ESL pull-out program the teacher prepares to make sure of the following:

- 1.) Concepts taught are directly linked to students' background experience. This experience can be personal, cultural or academic. The teacher explicitly makes links between past learning and new concepts. The teacher ensures that key vocabulary is emphasized. new vocabulary is presented in context and the number of vocabulary items is limited. In addition, the teacher ensures comprehensible input by using speech that is appropriate for students' language proficiency and making the explanation of the tasks clear using step-by-step manner with visuals. Also, the teacher uses a variety of techniques to make content concepts are clear and focus the students' attention selectively on the most important information. In the ESL program the following strategies are used to make content more comprehensible for students. We provide several opportunities for students to use learning strategies for reading, vocabulary and writing across content areas; these strategies are taught through explicit instruction so that students develop independence in self-monitoring. 2.) We consistently use scaffolding techniques throughout the lesson such as a think pair share strategy; this is where students first think about a question for them selves, then talk about it with a partner, and then finally share their thoughts with the larger group. 3.) We introduce a new concept using scaffolding and decrease support as time goes on. 4.) The teacher models with think-a-louds and graphic organizers to break down large tasks into smaller yet still complex tasls. 5.) The teacher asks students questions using a variety of question types to promote higher level thinking skills . The teacher provides adequate wait time to facilitate an Ells formulation of a response. 6.) The teacher provides Ell students with opportunities to interact with other students to naturally enhance English language development while also providing the scaffolding needed to help ELLs achieve in the content areas. 7.) To scaffold and differentiate instruction for students with various levels of language acquiition, the teacher models conversational role plays for interaction among students. Then the students practice this while the teacher observes and makes adjustments to the grouping and instruction as needed until students can participate independently. For example the teacher will model polite language (please, thank you, excuse me...), interviewing someone, how to use I- messages, resolving conflict,-i.e., what language to use when a students agrees or disagrees with another student. 8.)During reading, the teacher provide time for buddy reading of texts that are a little beyond the Ells independent comprehension level or they participate in a jigsaw reading activity. In the jig-saw activity, each member reads a different part of the text, students take

notes, read their notes and report back important information to the other members of the group; this involves, listening, reading, writing and speaking such that all modalities are attended to.

The strategies listed above meet the demands of the Common Core Learning Standards. Instruction focuses on providing ELLs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem. Language learning is a social process that requires these examples of intentionally designed learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline. These strategies provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. These strategies allow for ELL students with developing levels of English proficiency to be provided with instruction and activities that carefully supports their understanding and use of higher order thinking skills and grade specific language to meet the demands of the CCLS.

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

4. The ELE exam is administered in the spring and ensures that testing according to the native language of the student. Math and Science tests are ordered in both the native language and English and made available for each ELL who requires it. .

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. We use the Treasure Chest for ELLs Literacy Informal Assessments at the end of each Unit and the Rigby ELL Assessment Kit to monitor student progress in all for language modalities throughout the year.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a.) When we differentiate instruction for out SIFE students, we also offer additional instructional and intervention opportunities during the instructional day and after school programs. Our school analyzes and considers the needs of SIFE ELLs by giving them opportunities to have peer buddies, mainstreaming opportunities and focused leveled instruction through push-in and pull out services.

b.) We differentiate for ELL students who have been in the United States less than three years, the teacher differentiates their instruction. Our students who have 4-6 years of service or who are long-term ELL students, receive focused-leveled pull-out instruction from our ESL teacher. Also, these students are mainstreamed into a monolingual class for literacy and mathematics.

c.) Our students who have 4-6 years of service or who are long-term ELL students receive focused-leveled pull-out instruction from our ESL teacher. Also, these students are mainstreamed to a monolingual class for literacy and mathematics.

d.) Long term ELL students are provided with rigorous differentiated instruction. We provide small group instruction, scaffolding, audio-visual technology and re-wording instruction in both mathematics and ELA into simple steps.

e.) We continue to provide students with ESL services. In addition these services are supplemented with Saturday and after-school ESL, ELA and mathematic programs.

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?

Rigorous habits and higher order skills are emphasized in curricula and academic tasks and are imbedded in a coherent way across grades and subjects so that all learners, including ELLs and SWDs must demonstrate their thinking. Curricula and academic tasks are planned and refined continuously using students data so that individual groups of students including the lowest and the highest have access to academic content in Math, ELA, Social Studies and Science. In addition, across the vast majority of classrooms, teaching practices reflect universal design for learning strategies. Across content areas and in all classrooms, pictures, diagrams, and graphic organizers are used in order to help students develop vocabulary. Teachers illustrate meanings with pictures, diagrams or graphic organizers as much as possible whereas ESL/SWD students refer to these pictures, diagrams or graphic organizers during the rest of the lesson/unit. All classrooms resources such as a library, dictionaries, thesauruses, online dictionaries, thesauruses readily available in the classroom. Students are taught explicitly how to use these resources to allow them to be more independent during in-class assignments and activities. All students are provided with appropriate "just right books" based on the students current reading level. After initial strong Tier 1 instruction, across all subject areas- teachers provide ELLs/SWD with small group Tier II and Tier III instruction. Teachers rotate groups between working in centers to reinforce or remediate depending on specific student learning needs. Teachers use technology such as iPads, Nooks, to support oral language acquisition, phonemic awareness, reading and writing through audiobooks and e-books copies of literature and non-fiction texts. Teachers routinely scan books as well and display them on smart board to reinforce specific language strategies. Teachers use internet learning sites such as Brainpop ESL, Brainpop, Waterford, Starfall, to reinforce reading and writing across all subject areas. Our school wide use of the mathematics programs GO MATH! and Reflex Math provide interactive, hands-on, audio-visual scaffolds

and differentiated instruction for ELLS / SWD in mathematics.

For ELLS whose IEP mandates bilingual instruction, an Alternate Placement Para is provided to facilitate the bilingual instruction. If the student has a related service and no bilingual provider is available at the school, the student is given an RSA so that he can receive the required related service in his native language by an out of school service provider.

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?

Our school uses instructional and flexible scheduling to meet the needs of our ELL students and -SWD. The ESL Teacher pushes into our Integrated Co-Teaching and Self Contained Special Ed classes to provide ESL instruction to students that reinforce their IEP goals across content areas. ESL, SETTS, Special Education Teachers, and General Education Teachers who have ELL SWD, collaborate during common planning periods, to reinforce and reteach skills based upon specific student learning needs. Also some students are sent out during the reading or math block to form heterogenous groups that receive intense instruction in specifically identified areas in need of improvement. School based support team uses assessment data delineated by the

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

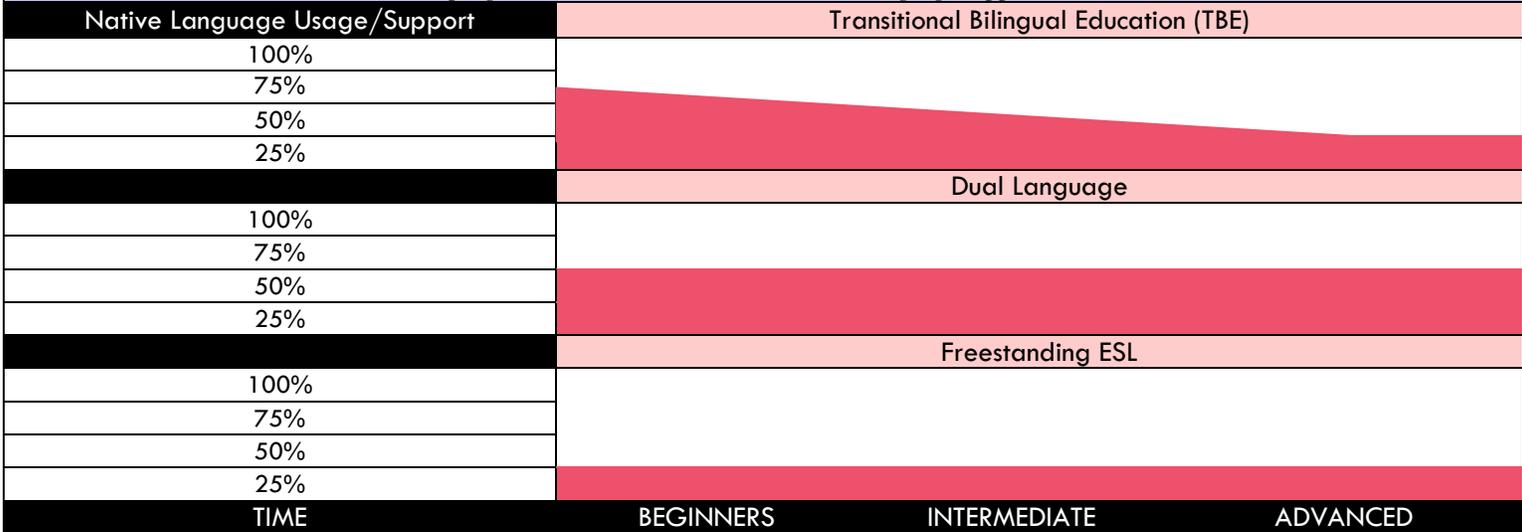
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

When the school creates groups for Inquiry / Extended Day programs, Saturday Academy and Afternoon Academy we use reading and mathematics data to form these programs and to target instruction for students who are in need of Tier II and Tier III instruction in these subject areas. We provide the students, guided reading support and vocabulary development skills based on their reading levels and NYSESLAT results. The ESL program provides targeted interventions for ELLs in both reading, writing, for the ELA/ NYSESLAT scores. In addition, we use the Wilson and Foundations reading programs, Words Their Way phonics program, the Treasure Chest ESL Literacy program and Earobics software in English and Imagine Learning English a technology based language acquisition program for ELL student.

For Mathematics, the Go Math! program has targeted interventions imbedded in its program. Based on the specific skill taught that lesson, an immediate informal assessment is facilitated after a skill is taught. Tier II and Tier III group work or activity is implemented based on that skill. Groups change daily as the students acquisition of skill level changes. For Social Studies and Science, teachers use many strategies to target ELL students. Science teachers provide multiple investigative experiments where the students experience the science method first hand. Science teachers front load content specific vocabulary as well as provide hands on manipulatives to reinforce concepts learned. In addition, they break down tasks into smaller tasks, utilize graphic organizers for writing and thinking processes, photographs and real objects or live animal exhibits and field experiences to provide students with real world experience of the subject matter studied. Similarly, Social Studies Teachers provides comprehensible input for the ELL/SWD in many ways. The teacher imbeds audio-visual technology into their lessons to target ELLS/ SWD students specific learning needs, provide multiple non-fiction texts that are grade specific but at the instructional level of ELL/ SWD students. In addition, they provide interactive activities where students engage in the content by completing and creating graphic organizers, such as Venn diagrams, series of events chains, compare and contrast matrices, and T-charts to facilitate ELLS/ SWD students construction of meaning from texts, photos and discussions so that they understand the relationships between ideas presented.

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

Our students are making progress and subsequently we assert that the ESL program is effective in servicing the needs of our ELLs based on our internal data results. Our ELL students are making incremental gains in Math, ELA, Social Studies and Science across grade levels. We review the data at monthly grade planning meetings.

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

We have an inquiry focus for selected students, morning afterschool and Saturday program opportunities for students.

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

This is not applicable for our school.

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

ELL students are afforded the opportunity to be apart of a Inquiry focus, SISTAH and Man Up Global conflict resolution programs, Good Shepherd Services Inc., Ballet Tech, Pencil Partnership, and Sports and Arts in School Foundation, within our school community. We provide ELL parents information about these programs in their native language. We also have information sessions where we invite ELL parents formally to enroll their students in programs. In addition, we use Title III funds to provide supplementary instruction. Also, after school programs are provided to ELL students in preparation for the NYSESLAT, ELA and MATH exams. The goals of the ESL program are to enable students to learn English and to support their success in all content area and classroom instruction. The direct instruction provides students in grades K-5 with the opportunity to acquire background knowledge in Science, Social Studies and non-fiction content. ELL students in K-2 who scored below proficiency are provided with the opportunity for NYSESLAT test preparation instruction. In addition, we will also service ELLs in the 3rd, 4th, and 5th grades who scored a level 3 and below in an ELA and Math test prep programs. The K-2 NYSESLAT program for ELLs meet Tuesdays and Thursdays 3:30PM-5:30 pm from November until April. This program encourages English Language Proficiency in all 4 language areas across the content areas. The program will integrate academic language encountered by ELLs in all content areas. The teachers will employ whole language, SIOP, the Natural Approach and TPR. The 3-5 ELA /Math Program for ELA and Math meets Mondays and Fridays 2:30-4:30 pm and Saturdays from 9am-1pm from November until May. It will focus on continued work in writing and composition, and mathematical skills including word problems that challenge ELLS. The language of instruction for both programs will be English. There will be 4 groups of 6 students in each program with 8 teachers. Materials: NYSESLAT Prep Books, ELA and Math Prep Books, Content Area Libraries, and supplies such as notebooks, folders, charts etc.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use Earobics Software, Starfall, and Sound Blender, TPR, live objects and photographs to target beginner level students. We teach vocabulary development exercises and reading and writing strategies to make the content comprehensible to support ELLS in content area instruction in Science and Social studies. We also use Story Writer Deluxe which assists Intermediate and Advanced level students in creating their own literature. We use the Brain Pop internet program and text books in Spanish for Science and Social Studies in the TBE classes for Native language support. We use K-5 appropriate literature translated in Spanish for the beginner students who need native language support.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is systematic. We provide support in the ESL classroom- provided by the ESL teacher and in the form of glossaries, dictionaries, and materials in the native languages represented by ELLs. In addition, school personnel who can provide support to students during the school day should be utilized to provide clarification for ELLs (in their native languages) who may be struggling with content and concepts in their subject-area classes. We group students of the same language for certain activities so that they can assist each other and respond in their native language. We also extend these strategies to after and before school programs as well as summer school.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required support services are for the appropriate grades and age for ELL students. We use Earobics Software, Starfall, and Sound Blender, TPR, live objects and photographs to target beginner level students. We teach vocabulary development exercises and reading and writing strategies to make the content comprehensible to support ELLS in content area instruction in Science and Social studies. We also use Story Writer Deluxe which assists Intermediate and Advanced level students in creating their own literature. We use the Brain Pop internet program and text books in Spanish for Science and Social Studies in the TBE classes for Native language support. We use K-5 appropriate literature translated in Spanish for the beginner students who need native language support.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We provide the following as supports to assist newly enrolled ELL students before the start of the school year: Every child is given a suggested reading and writing assignment for their specific grade level to help acclimate them to the work level and schedule within their age and grade. We also have informational sessions on the ELL Programs, and the Assessments that the students in their grade will be required and prepared to take during that school year. We provide additional after school program support information so that the parents have knowledge of many options for learning assistance at the school.
18. What language electives are offered to ELLs?
- When the school creates groups for Inquiry / extended day use data in order to form these groups and provide targeted interventions that address the needs of these students- we provide the students guided reading support and vocabulary development skills based on their reading levels and NYSESLAT scores. The ESL program provides targeted interventions for ELLS in both reading, writing, for the ELA/ NYSESLAT results. The Bilingual teacher provides her students with ELA/ NYSESLAT preparation programs as well as afterschool opportunities in Spanish. All other ELLs receive ELA, Math, and NYSESLAT preparation in English after school opportunities. Our school uses Wilson and Foundations reading programs, Words Their Way phonics program, the Treasure Chest ESL Literacy Program and Earobics software in English and Imagine Learning English a technology based language acquisition program for ELL student depending on their on the guided reading group and writing group level as per Fountas and Pinnell and their LAB-R / NYSESLAT results. Students who reach proficiency levels on the NYSESLAT after two years of continued ESL services are given the opportunity to receive monolingual classes in both reading and mathematics. In addition, opportunities are given to these students to act as a buddy / peer tutor to other students. The ELL teacher ensures that students receive ELL testing accommodations; it is ensured that former ELLs participate in the school's supplemental ELL programs if the activities would further benefit the language development of participating students.
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)?

Not applicable for our school because we do not have Dual Language programs.

C. Professional Development and Support for School Staff

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

1.) PD dates for school year November 22, 2013 and December 20th, 2013. January 17, 2014, February 14, 2014, April 11, 2014, and May 16, 2014. All School Staff-General Education and Special Education Teachers, Physical, Speech and Occupational Therapists and Guidance Counselors are part of the Danielson Training.

2) Teachers of ELLs are offered professional development by The NYU R-BERN in supporting ELLs continuous language acquisition as they engage in the common Core Learning Standards by providing staff with feedback and alternate strategies to improve ELL instruction. We meet 4 times a year to evaluate and improve the services that we provide ELLS. The R- BERN staff participates in observations of the teachers through out the school year and provides instructional work shops and facilitates study groups with the teachers to discuss different issues that ELLs are having in their language acquisition and strategies and best practices to best serve ELLS in meeting the demands of the CCLS.

3) The guidance counselor is a part of the ELL PET (Program Evaluation Toolkit) TEAM- As a part of the team she develops a clear understanding of the social and emotional needs of ELLS.

4) NYU R- BERN staff facilitate ELL Training to all teachers. They provide observations of all classes where ELLs are served and provide teachers with ESL strategies in which to incorporate into their teacher tool kit. .

D. Parental Involvement

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

1. We have a variety of parent meetings, all of which ELL parents attend. All of our parent meetings are organized by the Parent Coordinator Ms. Jean- Marie Blair. We have a New ELL Parent Orientation Meeting, ESL teacher and Parent Coordinator conduct a parent orientation session for families which details information about our school, identification and placement of ELLs, the parents' rights, and their three choices regarding ELL service at our school. In addition, this process occurs weekly as new students register throughout the year. Also, at the New ELL Parent Orientation session the parents view a video about ESL education and are then provided with the Parent Survey and Selection forms to be completed at the time of the meeting. Translation services are provided in the languages of the parents who we expect to attend. turned.

We have a Parent Welcome Meeting where parents are invited to meet the schools' teachers and administration. We have Parent Curriculum Workshops where the school provides information to parents about what their students will be learning at each grade level. In the Fall, before the first report card, we have a Spanish ELL Parent meeting where we discuss how to have a successful meeting between the parent and the teacher, understanding the report card, the grades that students receive and what each grade on the continuum means in terms of their child's academic performance. In addition, we reviewed school and teacher expectations, testing requirements, how to assist their child with homework, and re-introduced the parent coordinator. We had the Internet Café for All Parents where the Parent Coordinator and Literacy Coach, introduced ARIS, the C. S. 300 X Wikispaces, the I Ready site, the GO Math! site and the NYC DOE website and other education online sites to keep parents informed of our school services and curriculum. throughout the school year, we have Self-Help Parents Support Groups, Parent workshops on the topics of "Identity Theft" and "Internet Safety" to make parents aware of relevant issues concerning themselves and their children.

2. The school collaborates with Good Shepherd Services, Project Read and the Sports and Arts Foundation to provide services to students who are ELLs. These Community Based Organizations provide afterschool- homework help, reading and mathematics intervention and enrichment activities.

3. The parent coordinator evaluates the needs of parents by distributing a survey at both the beginning and the middle of the year specifically asking what type of workshops and activities the parents would like to have at C. S. 300 X.

4. Based on the information provided by the parents in these surveys, the parent coordinator and other staff members facilitate workshops and meetings to service parent needs.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Community School 300

School DBN: 12X300

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Venessa Singleton	Principal		
Nichelle Rice	Assistant Principal		
Jean Marie Blair	Parent Coordinator		
Karen Scott	ESL Teacher		
Roshan Hampton	Parent		
Iris Rodriguez	Teacher/Subject Area		
Denise Tarrats	Teacher/Subject Area		
Olga Fotinis	Coach		
Maria Hernandez	Coach		
Tawana Dimanche	Guidance Counselor		
Ben Waxman	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X300 School Name: Community School 300

Cluster: _____ Network: 534

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

Part A: Needs Assessment Findings

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

The data and methodologies we use to assess our Community School 300 X written and oral interpretation needs to ensure all parents are provided with appropriate and timely information in a language they can understand is as follows: CS300X provides and collects from newly registered parents; Home Language Identification Survey (HLIS) and emergency contact information card. In Part 3, Questions 1 and 2, of the HLIS, the parents are asked the following questions-1. "In what language would you like to receive written information from the school?" Also, question: 2. "In what language would you prefer to communicate orally with the school staff?" In addition, on the emergency contact information card, parents are asked to identify and write on the emergency contact information card their "preferred language of communication" in written and or oral communication. The Pupil Accounting Secretary, English as a Second Language Coordinator as well as the Parent Coordinator, keep records of this information in the Home Language Report (RHLA). According to the data compiled on the RHLA for the whole school, we have discerned that that our school requires written translation and oral interpretation needs in Spanish, Soninke and French and Hausa. The family needs break down of languages are as follows:- 149 out of a total of 604 students or 25 percent of parents require Spanish translation; the parents of 9 students of a total of the parents of 604 or less than 1 percent of our parents need translation in Soninke. In addition, less than .05 percent requires translation in French, Hausa and Fulani. At the time of registration at C. S. 300, families complete Home Identification Language Surveys, ESL Coordinator, Pupil Accounting Secretary and Parent Coordinator work with potential families and our Parent Coordinator provides families with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation service in their native language at our school and our school needs assessment survey. Pedagogues also interview the parents about what their language translation and interpretation needs are. The current structures in place for sharing these finding with this school community are as follows: first we notify the parents of incoming students during parent orientations sessions at through out the year that we provide translation and interpretation services for them. In addition, we also notify the teachers of the students who need these translation services in their particular classes so that all communications- written correspondences and oral communications are translated in those languages and given to the students whose families we have identified as needing these services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The current structures in place for sharing these finding with our school community are as follows: first we notify the parents of incoming students during parent orientations sessions and throughout the year that we provide translation and interpretation services for families. In addition, we also notify the teachers of the students who require translation services that all communications- written correspondences and oral communications are translated in specific languages and given to the students whose families are identified as needing services.

Part B: Strategies and Activities

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

C. S. 300 X provides each parent who require language translation and interpretation services with a copy of the Bill of Parent Rights and Responsibilities in their native language, which includes their rights regarding translation and interpretation service at our school. In addition, at the front entrance of our school we post a school sign in Spanish/ French/ English that indicates the variability of interpretation services at our school. When parents call our school or we send out recorded messages regarding events at our school, they are offered in all languages to ensure that parents in need of translation and interpretation services have all current school information and events in their native language in a timely manner. Also, C. S. 300X provides written translation in all languages to parent's who's primary language is other than English regarding Registration of their child at the school, application and selection of programs and SES, our schools standards and performance, Conduct and Discipline Forms, Safety and Health Forms, Special Education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge, and forms regarding any legal or disciplinary matters.

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.

Staff members are available to provide oral interpretation services for families needing service. The Supplemental Educational Service program Academic Good Shepherd Services and Sports and Arts provides our families with interpretation services for PTA and parent meetings for one to one and small group meetings available volunteers a parent who speaks the language of the parents and the children. In addition, the Office of Translation Services provides our school with oral interpreters for our families.

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>.

C. S. 300 X provides each parent who requires language translation and interpretation services with a copy of the Bill of Parent Rights and Responsibilities in their native language, which includes their rights regarding translation and interpretation service at our school. In addition, at the front entrance of our school we post a school sign in Spanish/ French/ English that indicates the availability of interpretation services at our School. When parents call our school or we send out recorded messages regarding events at our school. They are offered in all languages to ensure that parents in need of translation and interpretation services have all current school information and events in their native language in a timely manner. Also, C. S. 300X provides written translation in all languages to parents whose primary language is other than English. regarding Registration of their child at the school, application and selection of programs and SES, our schools standards and performance, Conduct and Discipline Forms, Safety and Health Forms, Special Education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge, and forms regarding any legal or disciplinary matters.



Department of English Language Learners and Student Support

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

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs 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: Community School 300	DBN: 12X300
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: During School
Total # of ELLs to be served: 96
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 3

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: The direct instruction supplemental ELL Program's rationale is that ELL and students in the K-5 grades need to acquire content area knowledge in science, social studies and non-fiction texts to prepare NYSELAT and NYS ELA. We will provide technology support for our students through a software program: Imagine Learning. Imagine Learning serves to teach students english through the usage IPADS and computer lap tops. Our ESL teacher will provide instruction to ELLs in K, 1st, and 2nd grade that scored below proficient on the NYSELAT, in ELL afterschool program in the Spring Wednesdays and Thursdays from 2:45-4:30 pm. The focus will be on improvement of all four language acquisition modalities. In addition, we will also service students in the 3rd, 4th, and 5th grades who have scored 3 or below on the NYS ELA in our Saturday Academy. The Saturday Academy will service students on Saturdays from 9 am -1pm. The Saturday Academy's focus will be writing, vocabulary development, reading comprehension, and problem solving strategies.

Materials: NYSELAT Prep Books, I-Ready, and content area text: notebooks, folders, charts etc.

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: Our ESL Coordinator and Literacy and Math coaches will facilitate professional development sessions for our Title III Program. Title III Program Teachers will participate in professional development training using NYSELAT, NYS ELA and NYS Math test results to inform instruction, vocabulary Instruction, and to build academic language across subject areas, as well as differentiation of instruction for mathematics, reading and writing for ELLs students. Our ELL Team that will analyze and design the following and focus on the specific needs of ELLS: analyzing NYSELAT data to identify individual student needs, Identifying ELL students who are not meeting the standards in ELA / Math or both, itemizing skills that need to be addressed and designing differentiated lessons that focus on these skills. Also, analyzing data and sharing instructional best practices to staff during professional development sessions and during common planning meetings.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents are invited to quarterly meetings with our Bilingual and ESL teachers to discuss how they can help their children with homework, to discuss the academic success of their child and the importance of advanced preparation for the NYSESLAT, NYS ELA and NYS Math assessments. Also, our Parent Coordinator and ESL teacher will provide parents with on-going professional development activities through our technology based program Imagine Learning. Imagine Learning is a technology based program designed for English Language Learners, that supports both students and parents with english acquisition. Through Imagine Learning, we will provide parents usage of smart board technology and IPADS to learn english and engage in activities for parents to help students at home. We will conduct outreach to support parents and provide information regarding upcoming events, assessments and to address any parental concerns. Our school notifies parents via telephone and through correspondences and the Parent wikispace on line community regarding programs being offered at school. These workshops occur twice month and include NYSESLAT, NYS ELA/Math assessment, afterschool programs, promotion policy, helping your child with reading/math, housing clinics and health clinics.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$ _____	_____
TOTAL	\$11,200	_____