



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

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001): 11X021**

**School Name: The Philip H.  
Sheridan School**

**Principal: Ms. Joyce Coleman**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Public School 21 School Number (DBN): 11X021  
School Level: Elementary Grades Served: Kindergarten - Fifth Grade  
School Address: 715 East 225<sup>th</sup> Street, Bronx, NY 10466  
Phone Number: 718-652-3903 Fax: 718-231-2556  
School Contact Person: Joyce Coleman Email Address: jcolema@schools.nyc.gov  
Principal: Ms. Joyce Coleman  
UFT Chapter Leader: Ms. Nicole Manning  
Parents' Association President: Ms. Germaine Buchannan  
School Leadership Team  
Chairperson: \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 11 Superintendent: Maria Lopez  
Superintendent's Office Address: 1250 Arnow Avenue, Bronxm NY 10469  
Superintendent's Email Address: Mlopez9@schools.nyc.gov  
Phone Number: 718-519-2620 Fax: 718-519-2626

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Deborah Maldonado  
Network Number: CFN 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)
Joyce Coleman	*Principal or Designee	
Nicole Manning	*UFT Chapter Leader or Designee	
Germaine Buchanan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ronald Parker	Member/ Teacher	
Tina Connolly	Member/ Teacher	
Mary Whelan	Member/ Teacher	
Sadie Headley	Member/ Parent	
Judy Walch	Member/ Parent	
Kenia Walch	Member/ Parent	
Leletia Gayle	Member/ Parent	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

- 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:

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

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

- The Phillip H Sheridan School is an elementary school with 717 students from grades K-5. The school population comprises of 72% black, 24% Hispanic, 1% White, 3% other. The student body includes 15% special education students and 6% English Language Learners. Boy's account for 54% of students enrolled and girl's account for 46% students enrolled. The average attendance rate for the school year 2013-2014 was 90%.  
The school has established partnerships with the Boy Scouts, which provide activities that support student social development. The school has a long-standing partnership with MMCC, which provides an expanded learning program after school and during vacations. In addition the school has a full time instructional coach for the UFT Teacher Center and is a lab site for the CKCC program with a consultant. The school will be working with Bronx Arts ensemble as part of our Arts program. We have also implemented the following academic initiatives to improve academic instruction in literacy; Foundations, Wilson and Fountas and Pinnell.
- Administrators maximize resources to integrate the use of technology, make programming decisions, to provide intervention to students and have developed effective partnerships that provide students with access to increased learning opportunities. School Leaders and Teacher Center Instructional coach plan ongoing professional development opportunities for staff and provide frequent feedback to families regarding student social growth and academic progress, fostering a culture of high expectations for all members of the school community. Teacher center instructional coach meets with grade teams one time a week to discuss and revise curricula and assessment. Grade teams also have a common preparation period every day and teacher teams meet two Mondays a month to discuss a target group of students, look at student work/data and discuss implications for instruction. Continuous implementation of the Imagine Learning online reading program for ELL's, SWD's and struggling readers.
- Our school ensures that writing tasks consistently emphasize rigorous habits and higher order thinking skills and our plan to provide access, engage and challenge all learners. Strengthen teacher pedagogy in providing effective instructional supports in writing and the use of questioning and discussion techniques so that all learners are engaged in rigorous tasks and high-level discussion. Deepen teacher skill in the use of assessment data as well as student self-assessment to measure student progress, and ensure students are aware of next learning steps.  
The instructional team has established a safe environment that supports student and adult learning through the implementation of behavior intervention programs which include, PBIS; CKCC; and climate and culture. These programs promote student's personal, social and academic development, teacher's professional growth and family engagement.

# 11X021 School Information Sheet

School Configuration (2014-15)

Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	709	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		84.6%	% Attendance Rate		90.0%
% Free Lunch		86.9%	% Reduced Lunch		3.5%
% Limited English Proficient		5.9%	% Students with Disabilities		18.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.9%	% Black or African American		70.8%
% Hispanic or Latino		25.4%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White		0.7%	% Multi-Racial		0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		12.28	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		9.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		8.75
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		11.2%	Mathematics Performance at levels 3 & 4		17.4%
Science Performance at levels 3 & 4 (4th Grade)		82.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

- Our strength is in developing a data-driven culture based on student assessments and analysis of data.
- We are continuing to strengthen our implementation of our writing curriculum in all content areas.

### 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, 100% of classroom teachers will facilitate the quality implementation of rigorous and coherent writing curricula appropriately aligned to the CCLS in all grades, including content areas.

### Part 3 – Action Plan

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

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>Teacher program will include Ready Gen aligned to the Science and Social Studies Scope and Sequence. In grade teams, teachers will revise performance based assessments (PBA) and rubrics; develop and incorporate interim mini-writing assessments. The curriculum committee will continue to revise the writing curriculum and align it to the new science and social studies scope and sequence. Teacher Center instructional specialist, with input from the curriculum committee, will change the lesson-plan writing template and incorporate new writing centers.</p>	All teachers	Weekly, September 2014-June 2015	Principal, assistant principals, coaches, teachers
<p>Our network ELL liaison will continue to provide PD on the SIOP model to design and deliver lessons that address the academic and linguistic needs of English Language Learners. Our school based Wilson Specialist will provide AIS to our SWD's in need of the Wilson Program.</p>	ESL teacher, SWD teacher,	Monthly, September 2014 – June 2015	Network instructional specialist, ESL and SWD teacher
<p>The Teacher Center Instructional specialist will provide workshops to parents on the writing curriculum to parents. Grade teams will develop newsletter's that will provide parents with information on the writing curriculum.</p>	Parents/Guardians of ESL and SWD's.	September 2014 – June 2015	Teacher Center Instructional Specialist, teachers

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>*Master schedule programming to allow two periods a week of common planning time for all teachers          *Network SWD and ELL staff to provide professional development          *Funding for Instructional specialist</p>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
<ol style="list-style-type: none"> <li>1. Administrative observation of implementation of Ready Gen curriculum aligned to Science and Social studies</li> <li>2. Units of Study that exhibit PBA revisions as well as rubric revision</li> <li>3. Improved performance of all students as evidenced by interim assessments</li> </ol>

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

<ul style="list-style-type: none"><li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li></ul>		Yes		No
<ul style="list-style-type: none"><li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li></ul>				

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

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

### Part 1 – Needs Assessment

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

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

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

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

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- We are in our fifth year of implementing our PBIS program. We have seen our OORS incidents drop every single year since implementation.
- We have to find different ways to meet the needs of individual students emotionally and socially.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.  
 By June 2015, the school will implement a plan to identify and develop systems for students and provide them with appropriate emotional supports that meets their individual needs and ensures success in performance and well being.

### Part 3 – Action Plan

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

<p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Teacher programs will include one period a week of CKCC instruction and ongoing PBIS support. Teachers will incorporate culture and climate strategies within their classrooms with students.	All teachers	Monthly, September 2014-June 2015	CKCC external coach, Principal, Assistant Principal, coach, teachers
CKCC coach will work directly with teachers in general and special education classes to ensure that CKCC lessons are being utilized and implemented. Network culture and climate support person will continue to work with teachers in the classroom.	SE teachers and classroom of SWD students	September 2014-June 2015	Network culture and climate specialist, SWD classroom teachers
Parent involvement programs will include CKCC and climate and culture workshops to promote social and emotional development.	Parents/Guardians of all students	October 2014-June 2015	Administrators, teachers, parent coordinator

#### **Part 4 – Resources Needed**

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

- \*Master schedule programming to allow teachers to meet with CKCC coach after classroom visits
- \*Network culture and climate staff to provide professional development
- \*CKCC staff to provide professional development to staff
- \*Funding for CKCC curriculum
- \*Funding for culture and climate specialist to provide professional

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

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

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

#### **Part 6 – Progress Monitoring**

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

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

\* The number of incidents that fall into the emotional and social needs of students will have decreased by mid-year.

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

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

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

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

### Part 1 – Needs Assessment

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

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

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

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

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Our teachers have created a safe learning environment for all students in their classrooms.
- Teachers have to use the variety of data sources given to them to inform their lesson planning and instructional practices.

### Part 2 – Annual Goal

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

By June 2015, Teacher Teams will analyze summative and formative assessments to develop goals and next steps that are based on needs and strengths for their target population of students.

### Part 3 – Action Plan

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

<p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>Teacher Teams will receive PD on how to run an effective teacher team and looking at student work and assessment. Teacher Teams meet once a week for one period with the instructional specialist and every other Monday afternoon.</p>	All teachers	September 2014-June 2015	Principal, assistant principals, coaches, teachers
<p>Selected Teacher Teams have selected ELL's and or SWD's for their inquiry work in teams</p>	SWD and SE students	September 2014-June 2015	SWD and ELL teachers
<p>Parent Involvement programs will include "Literacy Nights" and "Parents as Partners in Learning" to promote literacy development at home thus ensuring that teachers and parents think of each other as partners in educating.</p>	Parents/Guardians of all students	October 2014-June 2015	Administrators, Teachers, parent coordinator, instructional coach

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>* Master schedule programming to allow teachers to meet as teams on a daily basis</li> <li>* Network staff to provide professional development to teacher teams</li> <li>* Funding for parent involvement programs</li> </ul>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<ul style="list-style-type: none"> <li>Administrative observations of teacher implementation of teacher team protocols</li> <li>Samples of student performance based assessment</li> <li>Improved performance on performance based assessments</li> </ul>				
<p><b>Part 6b.</b> Complete in <b>February 2015.</b></p>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				
<p> </p>				

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

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

### Part 1 – Needs Assessment

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

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

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

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

- 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.

- We use evidence based systems to examine and improve on our school wide goals and practices
- Need to articulate the vision of the school and our school-wide goals to our community, so that all staff members are aware of the school's vision

### Part 2 – Annual Goal

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

By June 2015, all members of the school community will share in the schools vision and be able articulate school-wide goals

### Part 3 – Action Plan

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

<ul style="list-style-type: none"> <li>to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
During Teacher Team meetings, grade conferences and faculty conferences, administration will articulate school wide goals and vision of the school to all teachers	Teachers	Monthly, September 2014 – June 2015	Principal, Assistant Principal and Instructional Coach
IEP coordinator will work directly with grade teams in making sure SWD's and ELL student teachers understand the school wide goals and vision	SE and SWD teachers	September 2014-June 2015	Principal, Assistant Principal and Instructional Coach and IEP coordinator
Parent workshop meetings will include a discussion on the school wide goals and vision of the school	Parents/Guardians of all students	September 2014-June 2015	Principal, Assistant Principal and Instructional Coach and parent coordinator

**Part 4 – Resources Needed**

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

- Master schedule programming which allows for teacher teams to meet with administration
- Funding for IEP coordinator
- Funding for Instructional Coach
- Funding for Parent Coordinator

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		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.
- Administrative observations and notes of meetings with grade level teams

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

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

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

### Part 1 – Needs Assessment

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	P
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.	P
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.	P
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.	P

**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.

- We provide many workshops for parents on many different topics that pertain to their child's education.
- We need more ways to entice parents to attend all of the workshops we have to offer.

### 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, the school will increase parent engagement and involvement by 5% and provide parents with the information needed to become involved and support the education of their children.

### Part 3 – Action Plan

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

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>In grade teams, teachers will develop parent newsletters. Teachers will utilize Tuesday afternoons and periods during the school day to meet with parents. Teachers will develop with their student's invitations to all parent events. The Instructional specialist is developing a school website to increase parent engagement.</p>	Parents	Monthly, September 2014-June 2015	Principal, Assistant Principals and teachers
<p>The ESL teacher provided a workshop to parents on how to help their children at home become better readers. Our IEP teacher provides a workshop to parents about students with disabilities.</p>	Parents of ELL	October 2014- June 2015	ESL teacher, IEP teacher, principal. Assistant principal
<p>Parent involvement programs will include PTA meetings, share a dish, fall festival, mother and son and father and daughter dance.</p>	Parents of all students	September 2014- June 2015	Principal, Assistant Principal, Instructional Coach, Parent Coordinator

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>Master schedule programming that allows grade teams to meet and work on the newsletters</li> <li>Funding for Instructional Coach who will be the point person for the newsletters</li> <li>Funding for parent coordinator</li> </ul>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<ul style="list-style-type: none"> <li>Teachers will have a deadline for handing in Newsletters to the Instructional Coach so she can distribute and upload to the school website</li> </ul>				
<p><b>Part 6b.</b> Complete in <b>February 2015.</b></p>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	A child who scores two years or below grade level on Fountas and Pinnell baseline assessment	K&1 – Kinder-vention, Award Reading, Foundations 2&3 – award reading, Foundations, Wilson 4&5 – award reading, intervention works, Wilson	Small group and one on one	During the school day
<b>Mathematics</b>	A child who scores 33 % or below on Go Math Beginning of the Year Assessment	Grades 2,3,4 – math triumphs, NY Coach, connecting Math Concepts	Small group and one on one	During the school day
<b>Science</b>	Beginning of the year assessment	Use of Non-Fiction based text	Small group	During the school day
<b>Social Studies</b>	Beginning of the year assessment	Use of Non-Fiction based text	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students who have 5 or more referrals (OORS) at any given time.	Guidance Counselor	One on one	During the school day

## 11X021 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	709	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	84.6%	% Attendance Rate		90.0%
% Free Lunch	86.9%	% Reduced Lunch		3.5%
% Limited English Proficient	5.9%	% Students with Disabilities		18.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		70.8%
% Hispanic or Latino	25.4%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	0.7%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.28	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.75
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.2%	Mathematics Performance at levels 3 & 4		17.4%
Science Performance at levels 3 & 4 (4th Grade)	82.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 11X021 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	709	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	84.6%	% Attendance Rate		90.0%
% Free Lunch	86.9%	% Reduced Lunch		3.5%
% Limited English Proficient	5.9%	% Students with Disabilities		18.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		70.8%
% Hispanic or Latino	25.4%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	0.7%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.28	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.75
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.2%	Mathematics Performance at levels 3 & 4		17.4%
Science Performance at levels 3 & 4 (4th Grade)	82.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

School administration will work with DHR to ensure that all teachers are highly qualified, from partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

**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).

- Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives.
- Integrate professional development for mono-lingual and bi-lingual/ESL staff into ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support
- Involve parents in their children’s education through greater collaboration with teachers and other school staff, and increased engagement in the school’s education program.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

Our school addresses the needs of preschool children by aligning our curriculum to the new common core standards. In addition, we conduct numerous parent workshops revolving around the standards, math and ELA programs and how to help their child transition to kindergarten academically and socially.

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

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

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	75,927	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	142,732	X	
Title II, Part A	Federal	181,827	X	
Title III, Part A	Federal	11,200	X	
Title III, Immigrant	Federal	17,791	X	
Tax Levy (FSF)	Local	3,151,921	X	

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

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

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

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

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

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

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

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

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

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

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

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

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

*(Required for All Title I Schools)*

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

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

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

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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 our school. Therefore, our school, 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 our school and the families. Our 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 our school community. Our school 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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



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

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 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: <u>PS21x Philip H. Sheridan</u>	DBN: 11x021
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: 47
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

### Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 3

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: As indicated by our AMO's and analyzed data from last year 2014, NYSLAT and NYS ELA and Math results indicate the need to direct our focus on reading and writing skills. The After School extended day program will service ELL and transitional ELL students in grades K-5. The majority of ELL's are populated amongst our lower grades and we have need to include them in our program in order to build a stronger foundation for their success. The ESL program will take place on Wednesday and Thursdays from 2:30 pm to 4:00 pm. The program will target about 47 students in language/literacy and mathematics (problem solving) skills in both receptive and expressive English. Taught in English, and using supplemental high interest materials as the core of instruction, students will receive an additional three hours of instruction per week for 12 weeks. The instructional program will be team taught by four certified teachers: 3 Common Branches and one ESL teacher. They will plan lessons and differentiate instruction that is consistent with ongoing assessment. Additionally, the children will be exposed to a variety of multicultural folktales, folklore and activities through the use of Readers' Theatre. In order to assist the parents of our ELLS in the English language and to help them help their children with their homework, one class will be geared towards our adult ESL learners. The parents will receive instruction in English as their children are engaged in their studies.

### 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: All ESL and content area teachers of ELL's in the Title III program are included and participate in weekly school based professional learning and grade level meetings (50 minutes per session) as well as Professional Development sessions on Mondays (80 minutes) in an effort to strengthen core instruction in Literacy and Math. Some of the topics that will be discussed are:

1. Acuity and data analysis: provided by Data Specialist.
2. Using ARIS: provided by Assistant Principals
3. Looking at Ready Gen and Fountas and Pinell assessments as it relates to ELL's by the Literacy Coach.
4. ELL Professional Development Workshops in SIOP and PWIM will be provided by the network and the

### Part C: Professional Development

#### Assistant Principals

5. Analyzing Common Core State Standards-Literacy Coach.
6. Daily Writing/Writer's Notebook-Literacy Coach and Data Specialist
7. Literacy Centers: Data Specialist, Literacy Coach
8. ELA Simulation question analysis: Data Specialist
9. Implications for instruction: Data Specialist and Assistant Principals
10. Using data to communicate with parents about student progress: Assistant Principals
11. Writing Process/Portfolio requirements: Literacy Coach
12. Analyzing Math problems: Math AIS teacher

In addition, ESL teacher attends professional development workshops outside the school offered by the following agency:

- CFN 534 and turnkeys to the teachers in Title III

### 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: Many of our ESL parents are hesitant to come to the school and are uninformed about education in this country. Therefore, in order to assist them in being more familiar with and to help them help their children our ESL parents will be offered the opportunity to attend classes at the same time each week that their children are attending afterschool. There will be one session from January, to April. The classes will be offered on Wednesdays and Thursdays from 2:30-4:00pm. The parent coordinator will conduct outreach to the parents to encourage their participation. We will offer classes to parents aligned with topics such as : ESL survival tips for parents, Basic computer classes, How to navigate the NYC DOE website, Reading with your child, How to use the library, Everyday Vocabulary etc. Each week, the parents will be given a task to complete with their children to strengthen their English skills. For example, since one of the earliest literacy skills children develop is the concept of sequencing, one task would be to create a simple flip book about a special day at home. The parents will share that book in the following class. Another example is based on the fact that learning to read and learning to write go hand in hand, therefore, it is important to practice and encourage emerging writing skills with young children and those new to learning a language. One way to encourage writing practice is to have family members leave notes for one another on a regular basis and to send each other frequent e-mail messages. This is also a great way to help young children keep in

**Part D: Parental Engagement Activities**

touch with distant relatives or friends. The task will be to either have their child dictate or write a short message and the adult will respond. Parents will be encouraged to share out examples with their colleagues during class. Additional ELL Monthly Parent involvement activities are held in conjunction with the PS 21x PTA. Parent activities include: Overview of NYS Testing, Moving to the Middle School, Nutrition, Mathematics, and Common Core Learning Standards. Also, there are Fall Parent Workshops for Literacy and Math on weekends in November and December facilitated by the Assistant Principals and Literacy and Math Specialists. Both parents and students will participate in a culminating ESL Festival to be held in the Spring and followed by Field Day in May. Parents will be notified via monthly newsletters and special announcements translated into multiple languages of these opportunities.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____



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

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

## Part I: School ELL Profile

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

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>021</b>
School Name <b>Phillip H Sheridan</b>		

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

Principal <b>Joyce Coleman</b>	Assistant Principal <b>Robert German</b>
Coach <b>Ms. J Burkoff, ELA Coach</b>	Coach <b>Ms. Jhana Harrison, Math Coach</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>Ms. R. McKenna</b>
Teacher/Subject Area <b>Ms. M Whelan, ELA Intervention</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ms. Martin (K Teacher)</b>	Parent Coordinator <b>Ms. N Salgado</b>
Related Service Provider <b>Ms. L Bryant, Speech Provider</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>705</b>	Total number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>5.82%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	5
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	

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

	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	37	0	2	4	0	3	0	0	0	41

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	37	0	2	4	0	3	0	0	0	41
Number of ELLs who have an alternate placement paraprofessional: 0										

**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
Chinese														0
SELECT ONE OTHER														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	7	6	5	2	4								31
Chinese		1	1	1										3
Russian														0
Bengali														0
Urdu														0
Arabic	1		1											2
Haitian														0
French	1		1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1		2								3
<b>TOTAL</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>7</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>41</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3	2	3	1	1								14
Intermediate(I)	4	2	5	4		5								20
Advanced (A)	1	3	2		1									7
Total	<b>9</b>	<b>8</b>	<b>9</b>	<b>7</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>41</b>						

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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 100 Book Challenge has been found to be a successful assessment tool for early literacy skills in reading and has now been implemented school-wide, IRLA, and SchoolPace (online).
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data pattern across proficiency levels on the NYSESLAT indicate a general shift toward proficiency as children reach the fifth grade, with most students making a gain of at least one proficiency level per year. Last year six students tested out of the program. Of our eight ELLs who were administered the LAB-R this year, six were beginners and two scored at the advanced level. Seven of the eight were kindergartners and one was a fifth grader

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

In past years, the reading and writing modalities have proven to be the biggest challenges for our ELLs. Even our absolute newcomers have progressed significantly in the listening and speaking modalities. Instruction in reading and writing is therefore emphasized. Instruction is scaffolded, through the use of the native language, realia, visual representations. Children learn how to sequence, draft, and edit a narrative. The hundred Book Challenge allows ELLs to find their correct reading level so that reading becomes fun and easy. Newcomers are allowed to add books from the bilingual library to their book selections. All the members of our LAP team, including the principal, assistant principal, guidance counselors, teachers of ELLs, and the parent coordinator are involved in the decision making process with regard to instruction.

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?

4a Overall there is a shift towards proficiency in all modalities as students progress through the grades. Last year we had three students in first grade and one in third grade reach proficiency. Reading and writing are clearly the areas that ELLs find most challenging and our students have made significant progress in these areas. We have fourteen students at advanced levels, six at intermediate, and ten at beginning levels. Ms Sheehan is responsible for assisting the lowest performing ELLs in the lower grades, and Ms Whelan works with the upper grades.(2)We do not have native language assessments apart from the Spanish LAB which is administered once upon entering the school system for the first time.

4b At P.S. 21 we use DYO assessment system and therefore do not use periodic assessments. DYO is administered in English.

4c Native language is used to scaffold vocabulary development and comprehension when appropriate. Spanish speaking students are also administered the Spanish LAB upon entering the school system. Students are given a percentile score which helps in determining and highlighting learning disabilities.

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](#).)

Our school uses multiple sources of data to inform instruction to our ELL students. We use our IRLA baseline assessment to determine the reading level of our ELL's as well as our Go Math baseline assessment and determine whether they should receive Tier 2 or Tier 3 instruction. We give our students tier 2 and tier 3 instruction in 6 week cycles and have our service providers report weekly on the progress the ELL students are making.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We make sure that a child's second language is considered in all instructional decisions by having the ESL teacher meet with classroom teachers during grade meetings. The child's second language development is discussed

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?

N/A

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

The success of the ELL program is measured both quantitatively and qualitatively. This ranges from the formal assessments administered by the State to parent discourse that is passed on through the Parent teacher Association. By analyzing monthly assessment data, and NYSESLAT, ELA, and content area test results, we are able to determine the academic success of our ELLs. Since last year one class per grade(2-) is designated as an enrichment class. Two of our ELLs are in such classes.

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](#).)  
At registration, parents or guardians of children who enter a New York City Public School must first complete Home Language Identification Survey (HLIS), and an oral interview is given in English or the native language. If the child is transferring from another public school, their testing history and transfer folder are viewed. The ESL Teacher reviews the HLIS. Ms Vasquez(secretary) Nilsa Salgado(parent teacher coordinator translate in Spanish when needed. If questions 1-4 and any two responses to questions 5-7 indicate a language other than English is used at home, children are flagged. The ESL teacher then administers the Language Assessment Battery Exam (LAB-R) within ten days of registration. The ESL teacher, with the assistance of our school's bilingual parent coordinator, Nilsa Salgado, also conduct an informal oral interview in English and in the Native Language, to determine if the child is eligible for the LAB-R assessment. If the student is unable to understand more then three question is English, the English Lab-R is stopped and the Lab-R is then administered in Spanish. The Lab-R is scored and reviewed and students who score below the grade specific benchmark are identified to be ELLs. The Language Allocation Team at P.S. 21 then works together to determine the correct placement for each individual student. In the spring, ELL students are given New York State English as a Second Language Achievement Test (NYSESLAT). We cross reference the ATS reports ,RLAT, RLER,RNMR, and RPEX, to ensure that all eligible students are administered the NYSESLAT. Eligible students who are absent for the initial test are allowed to make up within the specified timeframe. In September the language allocation team, Mr German, our Assistant Principal and our ESL teacher, Mr. Chaston, work together to realign our ESL program to meet the needs of our English language learners.
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.  
If the student is identified as an ELL, parents/ guardians are notified in writing, in their native language. Each parent receives a "Parent Entitlement letter" and is invited to attend a Parent Orientation session. The ESL Teacher along with Ms Salgado, Parent Teacher Coordinator, who speaks Spanish, conduct the Parent Orientation. In September parents/ guardians attend the orientation session,where they view the orientation video and receive information on the different program options that are available. The parent orientation and materials are provided in their native language. At the orientation, all three programs, Transitional Bilingual, Dual Language, and Freestanding ESL, are explained orally and in writing to the parents/ guardians. Support programs available for ELLs; after school,Saturday school and summer school, are also discussed at the orientation. The Parent Survey and Program Selection Form are completedand returned to the school after the parent/guardian attends the Parent Orientation. Therefore, we have an immediate response. Parents/Guardian who didn't attend the Parent Orientation are spoken to at dismissal or an appointment is made. For students who are admitted during the school year, an appointment is made with that parent/guardian and the same process is repeated.
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 [\[see tool kit\]](#).)  
Parents/ guardians, who didn't attend the parent orientation and/or haven't completed the Parent Survey and Program Selection Form, are notified in writing. Papers are sent home with their child, with an explanation of the three programs in their native language. If parent/ guardian still hasn't returned the Parent Survey and Program Selection Form after three days, a phone call is made and theparent/ guardian is asked to come into school. As a last resort, if the parent/ guardian still hasn't responded the child is placed in our Freestanding ESL Program and a letter is sent home. Once Parent Survey and Parent Selection Forms are returned the ESL Teacher, they are kept on file.Transitional bilingual education program is the default program if parents do not attend an orientation and complete a selection form.
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.  
An ELL is entitled to placement in a bilingual program if there are enough entitled ELL's with the same native language, in the same grade(s) in the school. The options to select a dual language program, a transitional bilingual class or a freestanding English as a Second Language program are discussed during the orientation, in a parent's native language. Historically, more than 90% of parents at PS 21 select a freestanding ESL program. For those that prefer a bilingual program, they are given the option of transferring to a nearby elementary school that offers a bilingual program. We keep a tally of requests for a transitional bilingual program or a dual language program so that classes can be created if enough interest is generated. ESL teacher and Ms Salgado, who speaks Spanish, explain this at the Parent Orientation session.

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.

We assign someone other than the student's teacher to administer and simultaneously score the speaking subtest. For the writing subtest, all of the student responses to the constructed response questions will be scored by a few teachers.

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.   
After reviewing the Parent Survey and Program Selection forms for the past few years, parent surveys indicate that the overwhelming majority of parents select Freestanding English as a Second Language program, rather than dual language or bilingual transitional programs, as their first choice. Last year, two parents requested bilingual and the one requested dual language programs. Parents are aware that they are given a choice, and are notified about the various programs available throughout the city. This year, of our nine new ELLs, seven requested ESL as the first choice, one chose bilingual, and one chose dual language.

## 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])?
    - a. The pull-out ESL program is organized to service ELLs in groups respective of their grade level. This organization facilitates the plan for academic language development, as the strategies being taught in the grade level classroom will be reinforced by the pull-out ESL teacher within our balanced literacy instructional model. While working within the construct of this model, the ESL teacher utilizes methodologies and approaches recommended for our language learners such as, total physical response and the sheltered instruction approach. These approaches are supported with a variety of technological approaches (computers, personal audio recorders etc...).
    - b. P.S. 21 has heterogeneously grouped classes in grades K-5. However, our ESL groups are arranged according to proficiency level and grade level, as best as possible within scheduling constraints. The student's proficiency levels are based on the LAB-R and NYSESLAT results. The ESL teacher pulls students from various classes for 45-50-minute periods everyday. The E.S.L. teacher

works with the classroom teacher to focus on specific skills or topics the child may be having difficulty with. This includes aspects of writer's workshop, and it may also be scheduled around specific units in social studies and science. Teachers work with students in guided lessons, introducing vocabulary, building background knowledge, exploring words and word solving strategies and developing fluency and comprehension.

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)?

a. In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, P.S.21's language allocation policy will consist of an ESL program in which beginners and intermediate level students will receive 360 minutes of ESL instruction and those students

who tested at the advanced level of proficiency will receive 180 minutes of both ESL and ELA instruction separately. In addition, intervention staff works with targeted groups of English language learners to support their work in reading, writing and word study. Each Teacher has a set program to appropriately provide the quantity and highest quality of instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL Teacher, Classroom Teachers, and Intervention Teachers plan together. ESL Teachers support vocabulary, sentence structure, word study, and phonemic awareness in the appropriate daily lessons. This provides focused consistency of learning. Because content area instruction is so interwoven into our English Language Arts program, the strategies that will be used are part of the balanced literacy effective teaching practices. These practices include: individual assessment through conferencing, scaffolding, multi-cultural and literature rich classroom libraries in English (with texts available in the native language as well), lending libraries for home, audio/listening centers, word wall (with visual aids), flow of the day, charts modeling correct language use, and strategy charts reflective of current units of study in reading, writing and math, science and social studies. In the ESL program Native language support is provided by the ESL teacher. By translating and explaining key content words in context when necessary, and the use of Spanish math text books and a bilingual library, the ESL teacher can scaffold student learning. The ESL teacher has basic skills in Spanish and French and enlists the help of other staff members with further fluency when needed. In the cases of more obscure languages such as Wolof we use outside interpretation services to assist with communication. Our math program Everyday Math has a Spanish component, including workbooks, homelinks, and reference books in Spanish. We also use the SuccessMaker software program which has a Spanish math component.

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

At the beginning of each school year, each teacher receives a list of their English Language learners, which designates their level of language acquisition (beginner, intermediate and advanced).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that our ELLs are appropriately evaluated in all four modalities by making sure that their Performance Based Assessments and end of unit exams have different entry points in which the student can be evaluated.
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. Our plan for students with interrupted Formal Education (SIFEs), provides after school and Saturday intervention programs to support additional academic enrichment.

b Like SIFE students, newcomers receive daily instruction using approaches such as Total Physical Response. A wide range of materials will be used to support students.

c Long term ELLs are identified according to their specific needs. Individual Education Plans are tailored to focus on academic success. In recent years our long term ELLs have shown that reading and writing are the areas in need of most support. Therefore we focus on the following skills:

- Vocabulary development, including the use of cognates, suffixes, and prefixes.
- Text organization
- Use of context clues to support comprehension
- Integrating Language skills with subject content matter

d At this time we do not have any ELLs who have completed 6 years. Should that be the case we would identify the student's needs according to classroom assessments, including IRLA, School Pace, and Standard Meeting rubrics. Instruction is then differentiated through the use of high context materials, small groups, and pull out interventions.

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?

Teachers of ELLs differentiate instruction for ELLS, through small group instruction, high context and academically rigorous texts (of Common Core Libraries), and technology. Teachers of SWDs use the Triumph Learning series Write It Out and WorkOut. Many classrooms have Smartboards and several computers have SuccessMaker software. SuccessMaker includes programs in Spanish, as well as the Discover English program for newcomers. The school ensures that ELL-SWDs whose IEP mandates bilingual instruction are assigned an alternate placement para professional.

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?

We maximize the time spent with students by coordinating with the prep schedule and other service providers. The pacing of the curriculum is adjusted to suit the needs of the students

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

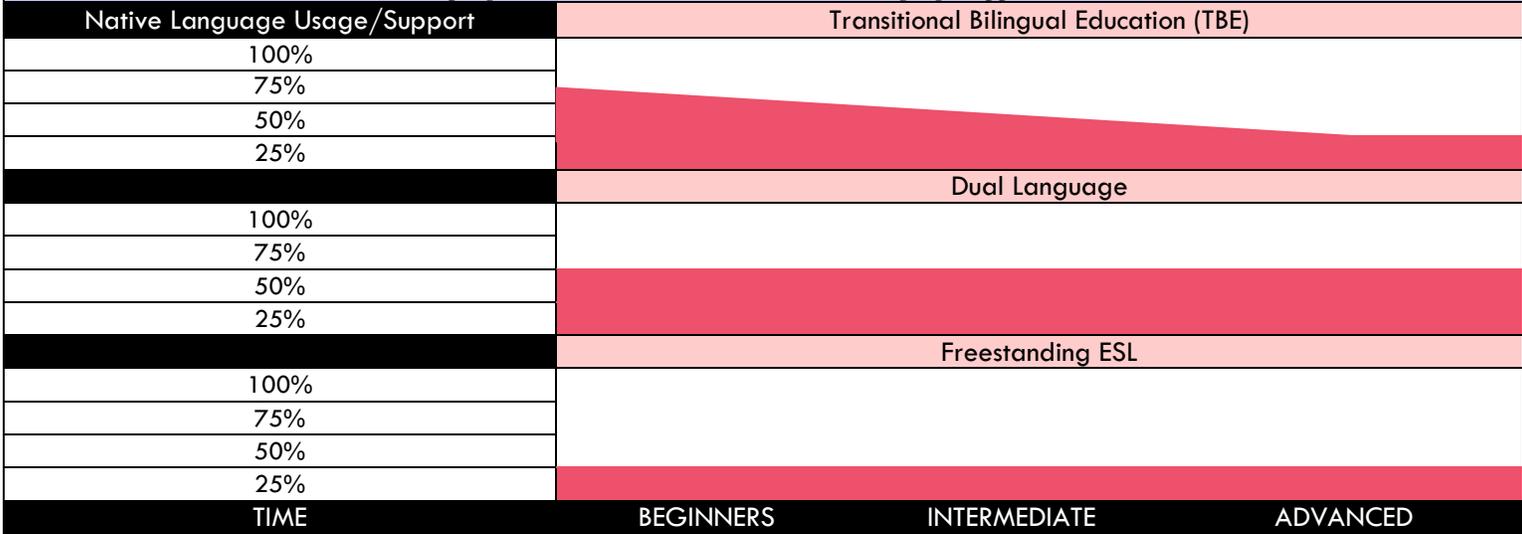
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**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.
- Targeted intervention for ELLs is offered in math and English Language Arts. For ELA Ms Whalen takes students in small groups of up to five for one 45min period five times a week. She uses the Intervention Works program and focuses on literacy skills. Areas of focus include comprehension skills, characterization, and academic vocabulary. For math, Ms Connolly takes students in groups of up to six for AIS math, for one 45min period, four times per week.
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 current ELA and Math curriculum, Ready Gen and Go Math, are meeting the needs of our ELL students in both content and language development. Our ELA curriculum integrated Social Studies and Science into every lesson with strategies on meeting the needs of ELL in language development. Our ESL teacher, Ms. Thompson, meets with grade level teams on a weekly basis to plan lessons that help her support her ELLs during small group instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we are planning to have an after school program for ELL students in grades two through five. Twenty nine current ELLs and four former ELLs are eligible. This program is also targeting former ELLs. Students will attend three times per week for one hour. They will focus on the four modalities, speaking, listening, reading, and writing.
12. What programs/services for ELLs will be discontinued and why?
- Due to reduced allotment of Title III funds, and, depending on our investment in Imagine Learning, it may not be possible to continue the film club as well as adult ESL program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Ells are encouraged to participate in all extracurricular and after school programs. This includes our after school film making club. Students write, film, perform and edit their own short films. Mr. Chaston, the E.S.L. teacher, is also the P.S.21 Cheetahs track and field coach, and gives ELLs special priority when selecting the team. Last year The Cheetahs were the Bronx Champions and six members of the team were ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The school has purchased Smart boards for most of the classrooms, which are used to supplement content area instruction by adding video and audio support. Several Classrooms, including the E.S.L classroom, use the SuccessMaker program. The program monitors and adapts to the students strengths and weaknesses. It also gives some content instruction in Spanish.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The E.S.L. program provides native language support is by using a Spanish and bilingual library. The SuccessMaker software program also provides content area in Spanish. Many of our faculty members, including, administrators, teachers, paraprofessionals, and school aides, are fluent Spanish speakers. Ms Martin, a first grade teacher has a bilingual license. Newcomers in first grade are placed in Ms Martin's class. The E.S.L. teacher, Mr. Chaston uses basic Spanish and French to communicate and scaffold learning where appropriate. We encourage parents to continue to nurture the home language to broaden conceptual knowledge thereby assisting language acquisition.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Ells are grouped according to grade and proficiency levels. Ms Whelan and Ms Connolly implement The RTI program for grades 3,4, and 5, while Ms Sheehan works with the lower grades. The RTI math program comprises of a baseline assessment administered by the classroom teacher. Low performing students are then administered an item skills analysis using Ladders to Success, which is grade specific. After a 6-8 week period, should students require further intervention, they receive instruction with grade specific materials in groups of 2-3. For ELA, students are initially assessed using IRLA. If interventions are required Ms Whelan uses the grade specific Intervention Works materials for a 6-8 week period. If further interventions are still required, students receive Wilson , which is primarily a phonics program.
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.
- This year we offered a summer program (Literacy Enrichment through the Arts) to introduce newly arrived students to the school. The program ran for six weeks, parallel to summer school, and was run by one teacher from our school (Ms Jones) and another teacher
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:

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

N/A

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

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

1. All ELL personnel are encouraged to participate in professional development offered by the Office of English Language Learners. This year all teachers, guidance counselors, paraprofessionals, and administrative staff will be participating in Response to Intervention (RTI) professional development. This program aims at addressing the imbalance in the number of ELLs referred to Special Ed. This year we will offer QTEL to our teachers of ELLs and administrators. Mr Chaston, our ESL teacher, will turnkey information from specific professional development sessions to the rest of our faculty.

2. Our teachers have attended network professional development sessions based in SIOP, RTI and the common core learning standards.

3. Ms R. McKenna, guidance counselor begins meeting with all students moving to middle school individually in September. She briefs the students of their options and notifies them of the middle school fair. In November Ms McKenna holds parent workshops and explains the various school types and options (zoned schools vs. choice schools, charters etc.) This year Ms McKenna will hold a separate meeting for parents of ELLs, which will be co-hosted by at least one Spanish speaking teacher or administrator. She then guides students through the auditions and appeals process when applicable. Ms McKenna also creates and distributes a brochure to further assist students and parents in making their best choice.

4. The administration reviews all teachers licenses to ensure that all teachers have this minimum requirement.

## 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. In recent years we have initiated trips specifically for ELLs and their parents to the Big Apple Circus, Rockefeller Ice Skating Rink, Macys Christmas Show, and Jones Beach. In general, parental involvement is increasing with a more active role for the PTA. We have had a great response from parents with regard to starting the new adult ESL class. The class will take place again this year, twice weekly after school and will be taught by Ms Hazen. Ms Hazen is an experienced ESL teacher of adults, having taught not only in our school but community college, also. The school also has various other community building activities such as the father/daughter dance, Saturday movie matinee and Bring-a-Dish day. For the past two years the school has held a PBIS fair with a select group of parents volunteering to help. This year we plan to continue and expand on this successful endeavor.

2. The school works closely with the Mosholu Montefiore Organization to implement our after school program.

3. The needs of parents are assessed using a parent survey created by Mr German, our assistant principal. The survey is distributed by Ms Salgado, our parent coordinator, in English and Spanish. It is a two page survey and focuses on instruction, communication, and school environment. Further parent feedback is mainly during parent/teacher conferences and community activities instigated by the parent/teacher coordinator and the PTA.

4. This year we plan to continue the adult ESL program taught by Ms Hazen. As many of our parents of ELLs are ELLs themselves, this will help parents understand the work their children are being assigned in the classroom and for homework. Encouraging parents to participate in events that highlight their own culture builds confidence and stronger bonds with the school.

## 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: Public School 21

School DBN: 11X021

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joyce Coleman	Principal		1/9/14
Robert German	Assistant Principal		1/9/14
Nilsa Salgado	Parent Coordinator		1/9/14
Joan Thompson	ESL Teacher		1/9/14
	Parent		1/9/14
Josefina Martin	Teacher/Subject Area		1/9/14
	Teacher/Subject Area		1/9/14
Joann Burkoff	Coach		1/9/14
Jhana Harrison	Coach		1/9/14
Rosemary McKenna	Guidance Counselor		1/9/14
Ben Waxman	Network Leader		1/9/14
	Other _____		1/9/14

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

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

DBN: 11X021 School Name: The Phillip H Sheridan School

Cluster: 5 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**

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

Upon registration parents complete The Home Language Survey(HLIS). This survey indicates the language most frequently used in the home and the language in which the parents/guardians wish to communicate with the staff at P.S.21

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 information regarding Home Language is determined using ATS.The parent coordinator also disseminates a parents needs survey at the beginning of the year. Over 90% of parents at P.S.21 choose to communicate in English, 4% Spanish, 1% French,1% Mandarin. At P.S.21 we have many educators, para professionals, and administrators who speak Spanish( including our Assistant principal and the parent coordinator). We also have two staff members able to communicate in French. For standard documentation we use DOE translation forms. In the case of Mandarin speakers we use the DOE interpretation services

### **Part B: Strategies and Activities**

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

The School will provide Spanish bilingual versions of all parent letters and flyers . Translation services will be provided in-house by school staff for parents who require Spanish . Outside services will be used, as required, for other languages(French, Fulani Wolof).

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.

Spanish and French, and Wolof oral interpretation services will be provided, when required, at all parent-teacher conferences, parent meetings, workshops, orientations, and PA meetings.They will be provided in-house by school staff. Low incidence languages will be provided by outside services or parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Written and oral interpretation services will be provided at all parent meetings, workshops, Parent/Teacher conferences, and curriculum nights. P.S.21 staff will ensure that parents are given a Parents' Bill of Rights and Responsibilities in their appropriate language when possible.The Parent,s Bill of Rights and Responsibilities is posted in the main office and the PA noticeboard