



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

09X443

School Name:

THE FAMILY SCHOOL

Principal:

PAMELA LEE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Family School School Number (DBN): 09X443
School Level: Elementary Grades Served: K-5
School Address: 1116 Sheridan Avenue Bronx NY 10456
Phone Number: 718-538-3266 Fax: 718-538-3364
School Contact Person: Pamela Lee Email Address: Plee7@schools.nyc.gov
Principal: Pamela Lee
UFT Chapter Leader: Tracy Harrison
Parents' Association President: Latasha Walker
School Leadership Team
Chairperson: Laura Goodspeed
Student Representative(s): N/A

District Information

District: 9 Superintendent: Leticia Rosario
Superintendent's Office Address: 450 St. Paul's Place Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 606 Network Leader: Petrina Palazzo

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)
Pamela Lee	*Principal or Designee	
Tracy Harrison	*UFT Chapter Leader or Designee	
Latasha Walker	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Laura Goodspeed	Chairperson/ Teacher	
David Rose	Member/ Teacher	
Kenia Velasquez	Member/ Parent	
Mario Fowler	Member/ Parent	
Rokia Camara	Member/ Parent	
Alma Morales	Member/Parent	
Yendry	Member/ Parent	
N/A	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

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

The Family School, 09x443, is a K-5 School located in the Morrisania section of the Bronx. The Family School is a diverse learning community serving children of differing racial and ethnic backgrounds. The Family School is a Title I school responsible for 526 students. The school is 50% female and 50% male. The ethnic make-up of the student body is 67% Hispanic, 28% African American and the rest of the student body is classified as Asian. There are between 72-92 students in each of the five grades. Kindergarten has 88 students of whom 43% are classified as English Language Learners (ELL) and 11% are classified as Students with Disabilities (SWD). First grade is made up of 89 students with 33% of students classified as ELL and 17% classified as SWD. Second grade is made up of 92 students with 37% classified as ELL and 16% classified as SWD. Third grade is made up of 89 students with 24% classified as ELL and 15% classified as SWD. Fourth Grade is made up of 89 students with 45% classified as ELL and 20% of students classified as SWD. Fifth grade is made up of 79 students with 43% classified as ELL and 22% classified as SWD. The Family School has many school constituencies including Council of School Supervisors & Administrators, United Federation of Teachers, DC37, parents, and counselors from Bronx Works Community Based Organization that have been made available through a federal grant and are housed in school building.

The vision of the Family School is to prepare our students for college and careers in the 21st century. In order to provide our students with the best opportunity to succeed, the school has adopted the following mission statement: "The Family School is a rigorous, inquiry-based learning environment modeled after a nurturing home. Through our supportive learning environment, students, staff and families will collaboratively create an educational lifestyle that extends beyond the six hours of the school day. Students will graduate with an increased ability to achieve as learners, competitors and contributors in our increasingly multi-cultural, diverse and complex world." Our vision and mission statement fits into the capacity framework laid out by Chancellor Farina which emphasizes trust as the overarching bond that ties together all elements of student achievement. The mission statement of The Family School emphasizes building trust between all school constituencies; as families thrive with trust and commitment, so will The Family School as we build these same bonds between all of our constituents.

In order to build on our #1 rating in our peer group in ELA and Math in student progress The Family School has chosen an Instructional Focus that is built around increasing our students' academic vocabulary. "Students will be able to increase use of academic language, as well as correct use of syntax independently and collaboratively, through listening, speaking, reading and writing in all subject areas. Teacher teams will engage in inquiry around building academic language. Teachers will strategically plan within and across grades interdisciplinary, higher-order, CCLS-aligned modules/units in which academic language may be assessed."

The Family School has demonstrated strengths in several critical areas, as revealed by our 2013-2014 Quality Review Report.

According to this report, "The school has created thoughtful structures and supports within a culture of positive attitudes that is responsive to community needs and results in effective academic and personal growth of adults and students. The Family School was rated Well Developed on indicator 1.4, pertaining to the maintenance of a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. This is evidenced by the daily interactions within the school. Our reviewer noted the following, "On a daily basis, students engage in a learning cultures approach used to supplement the literacy program, which emphasizes student autonomy, peer accountability, cooperative learning, and face-to-face interaction. A class culture of encouragement and help was evidenced in a first grade class where a student peer facilitated a student reading group." (School Quality Review Report Page 4). The Family School was also rated as "Well Developed" in Quality Review indicator 3.4 "Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those

expectations.”

One of the ways we have sought to improve in this area is the implementation of our new PBIS system. This system was put into place as a result of our School Survey. The PBIS system has been rolled out across the school and is done consistently across each classroom. This has helped to increase student participation in lessons and led to a decrease in student disruptions during learning time.

Our school was also rated Well Developed on Quality Review Indicator 1.3 “The principal makes key decisions around the budget, staffing assignments, and the use of resources that support instructional goals that increase learning for all students.” Our reviewer noted, “An additional English as a second language position, a math academic intervention services (AIS) position, and two literacy coaches collaborate and coach individual teachers and teacher teams.”

The Family School was rated as proficient in Quality Review indicator 2.2 “School staff have developed practices to analyze data to provide them with a view of student performance resulting in adjustments to instruction and intervention to positively impact student outcomes.” According to our Quality Review Report, “The school uses pre-and post-units assessments, conference notes, checklists, exit slips, and New York State data, to monitor students’ learning progress. In addition, school leaders use Google docs to store all school-wide assessment data so that all teachers are able to share promising practices, and to cross-reference interdisciplinary data to monitor and track students’ learning progress across grades and subjects. Furthermore, pre- and post-assessment data is used to inform interventions and unit plans in all content areas, and measure students’ progress toward specific goals.” (Quality Review Report p.4)

Our school was also rated as proficient in Quality Review indicator 4.1, “The school supports the development of teacher practice through the strategic use of frequent cycles of classroom observation and ongoing analysis of student work in order to promote professional growth.” According to the School Quality Report, “School leaders have developed a schedule to observe teachers using cycles of observations, which includes six observations for each teacher, divided between the principal and the two assistant principals, with feedback based on the Danielson Framework for Teaching. They provide timely, effective feedback that is aligned to teachers’ professional goals with clear recommendations, thus promoting teacher effectiveness” (Quality Review Report p. 5).

The biggest indicator of the success of The Family School was seen in the 2014-2015 School Quality Guide. ELA progress has been in an upward trajectory, as our Median Adjusted Growth Percentile increased from 50.5 in 2012 to 65.0 in 2013 to 79.0 in 2014. Our MGP of 79 located our school at the top of its peer group (100%) and at the 98th percentile in relation to the City range, meaning that our students on average improved more than 98% of all students in NYC who started at the same place. (School Quality Guide 2013-14, p. 6) In Math, our Median Adjusted Growth Percentile of 81 represented a recovery from our low of 59.5 in 2013, and located our school at the top of its peer group range (100%) and at the 93rd percentile in relation to the City range, meaning that our students on average improved more than 93% of all students in NYC who started at the same place. (School Quality Guide 2013-14, p. 6).

This year the Family School has worked with many outside partners to enhance the educational opportunities afforded to our students. Our Art teacher, Mrs. Laura Owen, worked hard to secure a \$2500 grant from Crayola to improve and enhance the art curriculum. Our Physical Education teacher, Mr. Christopher Byron, has helped secure funds from a Wellness grant that has offered our students the chance to participate in new activities and that has helped to fund our Mighty Milers student fitness program. The Family School is also working with outside partners like Mindshare, who has “adopted” our school and has help to raised several thousand dollars for our school technology fund, as well as to host some of our students for a day to show them the benefits of being college and career ready. NY Cares has also partnered with The Family School to help clean up our school, donate books and other supplies as well as help to paint and beautify our school auditorium. Finally our school social worker, Mr. Omar Jawo, has continued our partnership with World Vision, a supplier of international items that help connect our students to the outside world. The Family School has a multi-year partnership with Bronx Works, where we have partnered with the organization to write a grant that has placed two violence prevention counselors into our school to lead peer mediation and to help counsel some of our at risk youth.

While we have much to celebrate at our school, we are well aware that we are still a work in progress. As a school we are constantly monitoring and revising the systems and structures we have in place. Some of the systems and structures

we are tightening up come directly from the results of our Quality Review. The first of these areas is Quality Review indicator 1.1, "Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards." In order to address this indicator, the school has hired Outside Educational Experts to create common interim assessments that our staff will be using, as well as to help facilitate common planning so that teachers are creating more in-depth and rigorous tasks for the students to be completing. The OEE's have also worked with our ESL and Bilingual teams to create more rigorous grade level tasks for these students.

Another area for improvement is in Quality Review indicator 1.2 "Strengthen instructional practices so that lessons engage all learners and offer suitable challenge at their respective readiness levels." In order to improve our instructional practices The Family School staff development committee has worked with teachers to create individualized "Professional Learning Plans." Teachers were asked to identify areas where they felt they had room to grow, and the Administration and the Staff Development Committee have worked to give teachers opportunities to attend professional development in those areas. The staff then return to the school and turnkey these PD sessions to other staff members who have signed up during the Monday Professional Development period. We have also brought in Outside Educational Experts and CFN606 personnel to help provide the staff with additional opportunities for professional learning to improve their instruction and to achieve maximum student achievement.

Another area where we seek to grow is teacher satisfaction. According to the 2013-2014 School Survey only 40% of teachers said "I would recommend my school to parents seeking a place for their child." (NYC School Survey 2013-2014 Report p.3) To improve the feeling of staff members The Family School has contracted True North teambuilding to host a series of three retreats for staff members to help create a sense of unity and teamwork amongst the staff. We have also instituted a staff member of the month program and an "act of kindness" put up system to celebrate staff members' commitment to unity and community. Another area of staff concern that we are addressing this year is the feeling of staff members that they are unsafe at work. According to the 2013-2014 NYC School Survey, just over 20% of staff members feel strongly that they are safe at work. To address those teachers concerns we have instituted a school Positive Behavior Intervention System (PBIS). This system has had a positive effect on student behavior and should help to increase this measure in next year's school survey.

As previously stated, The Family School was rated number one in our peer group for student progress and was ranked in the top 5% of all NYCDOE schools for student progress. According to the New York State metrics the area in which our school had the most growth was in English Language Arts among the lowest 1/3rd, bilingual students and students with disabilities.

Though we have made great strides in the past year, we cannot rest on our laurels. In order to improve on our gains from last year our Instructional Focus of increasing students' use of academic vocabulary will be one of the drivers of instruction all throughout the year and across all grades. The school created this Instructional Focus as a result of a study of data from last year's state exam and our own internal measures of student performance. After doing a breakdown of the Items Skills Analysis we saw that third grade had the lowest level of proficiency, and after unpacking the questions we saw that the biggest obstacle to student success was vocabulary. We are also focusing on improving the school environment and culture through retreats, staff member of the month, and the implementation of our PBIS program. This was a direct result of the information provided by the NYC School Survey. Additionally, as a school we have put a priority on supporting lowest 1/3 based on the New York State Assessment proficiency scores.

09X443 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	526	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	93.6%	% Attendance Rate			91.7%
% Free Lunch	95.1%	% Reduced Lunch			2.1%
% Limited English Proficient	43.0%	% Students with Disabilities			19.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			25.8%
% Hispanic or Latino	67.2%	% Asian or Native Hawaiian/Pacific Islander			4.9%
% White	1.1%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# 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)	2.2%	% Teaching Out of Certification (2013-14)			4.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			8.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4			16.3%
Science Performance at levels 3 & 4 (4th Grade)	53.8%	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			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# 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)	2.2%	% Teaching Out of Certification (2013-14)		4.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		8.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4		16.3%
Science Performance at levels 3 & 4 (4th Grade)	53.8%	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		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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School Configuration (2014-15)				
Grade Configuration	0K,01,	Total Enrollment	526	SIG Recipient
				N/A

	02,03, 04,05				
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	93.6%	% Attendance Rate			91.7%
% Free Lunch	95.1%	% Reduced Lunch			2.1%
% Limited English Proficient	43.0%	% Students with Disabilities			19.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			25.8%
% Hispanic or Latino	67.2%	% Asian or Native Hawaiian/Pacific Islander			4.9%
% White	1.1%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# 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)	2.2%	% Teaching Out of Certification (2013-14)			4.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			8.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4			16.3%
Science Performance at levels 3 & 4 (4th Grade)	53.8%	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			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
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.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

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

The Family School uses curricula in literacy and math that are aligned to the Common Core standards, and the school leader ensures that teachers collaborate within and across grades and subject areas and creates opportunities for students to be exposed to a range of enrichment opportunities. The school has also developed a data-driven culture that ensures all teachers examine multiple sources of quantitative and qualitative data when planning instruction. As a result of these efforts, the percent of students performing at grade level in English Language Arts (ELA) increased by 4 percentage points in 2014, from 6% in 2013 to 20% in 2014, and increased 5 points in Math, from 11% in 2013 to 16% in 2014. However, the school is committed to increasing the percent of students at proficiency. To this end, the school is focused on incorporating the feedback provided in the 2014 recommendation aligned to SOP 3.3, which stated: “In order for the school’s strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should:

[3.3] Provide professional development, feedback and guidance to teachers in using CCLS-appropriately aligned units and lesson plans that include both content and language objectives in all content areas and grades that promote higher-order thinking skills, help students analyze information and expose students to a progression of sequenced complex materials.

In addition, our 2013-2014 School Quality Review (p. 6) recommended the following, “Expand the process of refinement of Common Core aligned curricula across all grades and subject areas, in order to emphasize rigorous tasks to prepare students for the next level.”

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.

Improve upon the rigor of tasks and quality of pedagogy through enhanced Tier 1 instruction as well as additional interventions, resulting in the further acceleration of progress in ELA amongst our school’s lowest third, as measured by maintaining an English Median Adjusted Growth Percentile for the school’s lowest third of at least 86, and an additional 4 point gain in the percent of students at proficiency (levels 3 & 4), from 10% to 14% leading to a 4 point increase in the percent of students at proficiency by June 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School will implement the common core aligned “Mastery Connect” standards and data tracker to ensure that students are given meaningful feedback about their academic performance during faculty and student conferences. Faculty will receive professional development from program experts provided by Mastery Connect. Mastery Connect will allow teachers to better adjust and differentiate their core curriculum by providing an in-depth picture of where students are achieving mastery and where the curriculum needs to be enhanced because students are not achieving mastery based on materials provided in the core curriculum.</p>	<p>All Staff</p>	<p>December 2014 – June 2015</p>	<p>Principal, Data Specialist, Technology Coordinator, RTI Team</p>
<p>School will implement the EasyCBM screening program in a six to eight week cycle to track and monitor student performance to identify students who are in need of Tier II and III interventions.</p>	<p>Staff, Students, RTI Team</p>	<p>December 2014-June 2015</p>	<p>Principal, Data Specialist, Technology Coordinator, RTI Team</p>
<p>School has created three positions in RTI/SETTS/AT Risk and 1 ESL/Bi-lingual intervention/small group instruction. These staff members will work with students identified though the EASYCBM screeners and use differentiated instruction based on the data from EASYCBM and Mastery Connect.</p>	<p>Staff, RTI Team, At Risk Students</p>	<p>December 2014-June 2015</p>	<p>Principal, Data Specialist, RTI Team, Technology Coordinator, ESL/SETTS/RTI positions</p>
<p>School has instituted a Book of the Month and Learning Cultures curriculum across grades to bring higher ordering thinking prompts to our classrooms, enhance our school values by seeing them enacted in stories to deepen the sense of community and trust in our school.</p>	<p>All Staff</p>	<p>September 2014-June 2015</p>	<p>All Staff and Students</p>

Part 4 – Resources Needed

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

This plan will require approximately 25 days of substitute coverage to cover teachers for professional development opportunities and to cover the technology coordinator when he gives the EASYCBM screener assessment. School has purchased EasyCBM, Mastery Connect programs. School has created new positions and hired three teachers to fill positional vacancies. During EasyCBM screenings schedule adjustments will be made to accommodate students will test modifications as outlined in the IEP.

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

N/A

Part 6 – Progress Monitoring

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

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

Our lowest 1/3rd of students in ELA in 3rd grade will increase from an average of 3.61 in their passage reading fluency percentile to a PRF of 5.61 as measured by EasyCBM in ELA. In Math our 3rd grade lowest 1/3rd will increase from an average of 6.05 in the CCSS assessment in their baseline fall to 8.25 in the midline. The lowest 1/3rd in 4th grade will move from an average of 6.17 in passage reading fluency on our EasyCBM baseline to an average of 8.25 on the midline. In Math the lowest 1/3rd of 4th will move an average of 6.875 on the CCSS baseline assessment to an average of 8.25 on the midline. The lowest 1/3rd of 5th grade will increase from an average passage reading fluency of 4.86 on the baseline to 6.02 on the midline. In Math our students will increase from an average of 8.51 on the baseline to 10.00 on the CCSS assessment midline.

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

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

N/A

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.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	HE
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	HE
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	HE

Part 1b. Needs/Areas for Improvement:

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

The Family School has been recognized as a school that places a strong emphasis on the social and emotional health of our children. School leaders have established several partnerships with outside organizations to promote the emotional development of our students. We have partnered with BronxWorks a community based organization, to create two full time anti-violence counselors who reside in our school. We have also partnered with NYCares to enhance our school building and MindShare to bring outside opportunities to our students. Our partnership with Mindshare has given our students the opportunity to visit offices to see what college and career ready really means, established a technology fund that is used to fund our school’s needs. We also have a partnership with Morris Heights Health Center who provide us with a full time social worker. We believe that children need more than just academics to grow and we have worked our hardest to provide our students with an intellectually safe holding environment.

The school’s strengths in this area were acknowledged in the 2013-2014 Quality Review report, as revealed by the following: “The school has created thoughtful structures and supports within a culture of positive attitudes that is responsive to community needs and results in effective academic and personal growth of adults and students.” The Family School was rated Well Developed on indicator 1.4, pertaining to the maintenance of a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. This is evidenced by the daily interactions within the school. The reviewer noted the following, “On a daily basis, students engage in a learning cultures approach used to supplement the literacy program, which emphasizes student autonomy, peer accountability, cooperative learning, and face-to-face interaction. A class culture of encouragement and help was evidenced in a first grade class where a student peer facilitated a student reading group.” (School Quality Review Report Page 4). The Family School was also rated as “Well Developed” in Quality Review indicator 3.4 “Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.” One of the ways we have sought to improve in this area is the implementation of our new PBIS system. This system was put into place as a result of our School Survey. The PBIS system has been rolled out across the school and is done consistently across each classroom.

In the recommendation aligned to SOP 5 on the DTSDE rubric, issued in relation to the 2013-14 Quality Review, it states that in order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 5 the school should:

[5.5] Incorporate the school's Six Agreements within a strategic plan that identifies the data sources and programs related to students' social and emotional developmental health needs to be monitored so that all faculty, staff and caregivers are aware of and take actions that in this area that contribute to academic and social success.

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 enhance the quality of implementation of the school wide PBIS (behavioral policy) by involving staff, students and parents through the "Classroom Dojo" messaging system as well as during the Tuesday Parent Involvement block mandated in the new teacher contract, resulting in a school environment that is safe and conducive to learning as measured by a decrease in OORS reports by 5% from 62 to 59 and an increase in teacher perception that they have the support needed to address student behavior as measured by an increase of those teachers responding "strongly agree" to the NYC School Survey question, "I am safe at my school" from 20% in 2014 to 35%. In 2015

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All school constituents will engage in Professional Development in implementing, with a focus on positive behavior through the school wide distribution of "Dojo point" to highlight positive student behaviors in accordance with the school wide behavioral policy	All staff, administration, and families	September 2014 - June 2015	Administration, Dean
The Social Worker in partnerships with Bronx Works and Morris Heights Health Clinic will provide classroom presentations, Anti-Bullying workshops, peer mediation, mental health groups, counseling zone, and community service	Social Worker, Bronx Works Staff, and Morris Heights Health Clinic Staff	September 2014 - June 2015	Administration, Dean, Social Emotional Team, Morris Heights School Based Social Worker, Student Intervention Team, IEP Teacher
School PBIS Committee will meet bi-weekly to analyze and monitor safety protocols and data as well as create a school wide language program around using academic vocabulary to communicate feelings in times of emotional distress	Dean, Guidance counselors, School Aide Representative, Parent Coordinator, Principal, IEP teacher	September 2014 - June 2015	Administration, Dean, Guidance team, IEP teacher

School has created a recognition system for our staff and students based around acts of kindness and Dojo points, in order to create a more trusting atmosphere for staff and students	All Staff and Students	September 2014 – June 2015	Administration, Dean, PBIS Team.
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Part 4 – Resources Needed

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

1. Federal Grant Money used to create dean position and fund salary (PF Positive Behavior Mgmt Prgms: At-risk Counseling), supplies (PF Positive Behavior Mgmt Prgms)
 2. Federal Grant Money used to continue the purchase of Social Worker salary (PF Positive Behavior Mgmt Prgms: At-risk Counseling), supplies (PF Positive Behavior Mgmt Prgms)
- Federal Grant Money used to create dean position and fund salary (PF Positive Behavior Mgmt Prgms: At-risk Counseling)

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

In the 2013-2104 School year we had 28 incidents reported into OORS from September to February and 62 for the entire school year. This Year we seek to decrease OORS reports from September to February from 28 to 18. We seek to decrease our cumulative years OORS reports from 62 to 50.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The Family School has placed a great deal of emphasis on building capacity in our staff through targeted feedback from observations and by providing staff with differentiated professional development. We were rated as proficient in Quality Review Indicator 4.2, “Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning” (Quality Review Report p. 7) During the 2013-2014 school year all Family School staff members received at least effective in their ratings as measured by the NYCDOE Advance system. We are continuing to build capacity in our staff through the creating of individualized professional learning plans filled out by all staff members. This information has been used to create our 2014-2015 professional learning calendar that is driving out staff’s professional learning this year. One of the areas of need that was noted on our Quality Review Report was in Quality Review Indicator 1.2, “Strengthen instructional practices so that lessons engage all learners and offer suitable challenge at their respective readiness levels.” (Quality Review Report p. 5)

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 4 the school should:

[4.2] Build on the training and support to teachers in the area of questioning and discussion, academic language and comprehension so they and their students stimulate deep levels of thinking and questioning while using instructional materials that contain high levels of text and content complexity.

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 80% of teachers will improve within or attain a rating of effective or highly effective in Danielson components selected in the individualized teacher professional learning plans.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will engage in professional development workshops in protocols for more effective self-management and more open-ended inquiry that encourage students to maximize their learning potential. As required by The Family School PD plan all teachers will engage in a “turnkey” session where they share strategies and knowledge gained at the PD. 2-3 Weeks later teachers reconvene to show how they are using these strategies in their classroom. Administration will be watching for strategies that were presented during PD during the informal and formal observations.	All Staff	September 2014-June 2015	Teachers, Administration
Staff who have graduated from the NYCDOE Teacher Leader Program, and those currently enrolled in the program will be common planning inquiry leaders to foster collaboration amongst teacher teams. Grade teams will be creating lesson and unit plans based on the work accomplished during common planning time. School leaders will be watching lesson plans to ensure that units and lessons in individual classrooms are coherent and based around the work completed during common planning during formal and informal observations.	All Staff	September 2014-June 2015	Administration, Lead Teachers, TLP program graduates and candidates.
Grade teams will work with outside educational experts from Generation Ready, and CFN606 to help staff members increase instructional capacity	All staff	January 2015-June 2015	Teachers, Administration, instructional coaches,
Teachers will create a personalized Professional Learning Plan which will inform their Professional Development opportunities during the 2014-2015 school year in order to build trust between administration and staff.	Staff	September 2014-June 2015	Teachers, Administration

Part 4 – Resources Needed

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

- Contractual Services \$30,000 (PF Supporting Great Teachers & Leaders: PD from GenerationReady \$20,000, PD from Leadership Academy \$5,000, Per diem \$10,000 (PF Supporting Great Teachers & Leaders: Substitute teachers for coverage)
- 105 days of Substitute coverage for teachings who are working with outside educational experts.)

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

N/A

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:

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

Progress towards this goal will be monitored against the goals set by teachers in their individual professional learning plans. By February 60% of teachers will move within or to the next level within or to the next level in the Danielson Framework of Teaching component they selected.

School leaders will also check and compare unit and lessons plans from September to those of later in the year to look for more evidence of the instructional strategies presented during teacher PD periods.

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

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

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The Family School has invested time and resources creating protocols for programming, fiscal expenditures and the placement of human capital in order to create the most effective learning environment. We have worked hard to increase the amount of resources available to staff and students. We have ensured that all teachers receive targeted feedback based on observation. As noted on page 4 of our School Quality Review Report, “School staff have developed practices to analyze data to provide them with a view of student performance resulting in adjustments to instruction and intervention to positively impact student outcomes.

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school should:

[2.3] Connect key biographical, academic and behavioral indicators from across data systems, so these systems are dynamic and adaptive to facilitate the analysis of impact of the actions related to the instructional focus on academic language in reading, writing, speaking and listening to ensure fluid responses to guide the cycle of continuous improvement and action.

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, The Family School will enhance school-wide systems and structures that meet the instructional needs of students and staff members across content areas as measured by a self-assessment aligned to the DTSDE rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Create three instructional coaching positions to enhance teacher capacity through direct coaching and one on one feedback. Contract external consultants to help craft interim assessments and model lessons for teachers in areas of need.	All Staff	September 2014 – June 2015	Administration
Decrease early grade class size and improve early grade intervention by investing in several RTI and enrichment programs to support student growth. Implement the use of Mastery Connect to track student growth and inform teacher grouping practices. Implement Achieve3000, Flocabulary, Lexia, as programs to help students who are classified as ELL, At-risk and SWD.	All Staff	September 2014 – June 2015	Administration, Data Specialist, Technology Coordinator, Instructional Coaches.
Implement two after school/Saturday programs to target at-risk students and to provide enrichment for those students who can benefit from it. The Saturday Academy and the “Rising Stars” programs offer extra learning supports to those students who can benefit from them.	All Staff, students	September 2014 – June 2015	Administration, Participating teachers
Build internal coherence, trust and team work amongst all staff through participation in three school wide retreats facilitated by True North Team Building.	All Staff	September 2014 – June 2015	Administration

Part 4 – Resources Needed

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

\$160,000 in budget lines for three instructional coaches.
 \$20,000 in Per-Session funds for teachers to work after-school and Saturday Academy
 Educational Software budget of around \$25,000 for the purchase of software
 \$5,000 for MasteryConnect
 \$20,000 for the True North Retreats

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

By February, all additional programs and materials will be in place and active. Teacher feedback from school wide retreats will indicate improvements in the levels of instructional support for pedagogy and trust.

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

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

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The Family School works hard to provide outreach and engage parents and community members in the educational process. As stated in our vision, “The Family School is a rigorous, inquiry-based learning environment modeled after a nurturing home. Through our supportive learning environment, students, staff and families will collaboratively create an educational lifestyle that extends beyond the six hours of the school day.” The evidence that we are succeeding in this mission comes from many places Over 50% of parents are very satisfied with the communication they receive from the school and around 90% of parents are either very satisfied or satisfied when asked, “How satisfied are you with the response you get when you contact your child's school?” on the 2013-2014 NYC School Survey. In the same survey 62% of parents strongly agreed that, “How satisfied are you with the response you get when you contact your child's school?”

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6 the school should:
 [6.4] Further enhance family engagement by establishing through the parent coordinator and community partnerships a core of parent leaders that work collaboratively to teach all parents ways to support student learning and growth.

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 Family School will enhance the ability of parents to take ownership of their own learning and to partner with the school to enhance to their child’s learning by increasing the frequency, variety and quality of opportunities to learn about the school’s instructional program, as measured by an increase in the percent of parents who indicate in the NYC School Survey that they have been invited to 5 or more events from 37 to 42 percent.

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: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	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>
Hold monthly “Family Breakfasts” to engage parents in understanding the important events of the month. Send monthly parent newsletters to inform parents on the upcoming events in the school. The Family School PTA will set up a “Parent Involvement Committee” that will work with School Leaders to hold monthly Parent led, “Parent Leader workshops	Parents	September 2014-June 2015	Principal, Parent Coordinator, PTA president
Hosting events for parents such as, “Common Core Workshops”, “College and Career Fair”, “Upper Grade Spellings Bees, and Middle School Fairs.” The Parent Involvement Committee will work with the school to engage outside educational experts, teachers, and other qualified personnel to lead workshops around the Common Core, ReadyGen, best parenting practices, and others.	Parents	September 2014-June 2015	Principal , Parent Coordinator, PTA President
Teachers will develop a common grade-level communication to parents on a monthly basis informing them of upcoming curricular goals and ways they can support their children at home in accomplishing these goals.	Parents	September 2014 – June 2015	Principal, Coaches, Instructional leads.
School hosts monthly writing celebrations as well as other events like our “Day of Giving,” Thanksgiving Food Drive and the schools own proprietary family survey, in order to foster trust and collaboration with the parents and community.	Parents, community	September 2014 – June 2015	Principal, PTA President, Parent Coordinator

Part 4 – Resources Needed

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

Parent Coordinator
 PTA President
 Teachers
 40 Minute parent engagement
 ReadyGen! And GoMath! materials

Part 5 – Budget and Resource Alignment

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

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

n/a

Part 6 – Progress Monitoring

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

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

Parents completed a school-designed survey to assess levels of parent satisfaction with the school and teachers during the first Parent Teacher Conference. The school will act upon the feedback and re-administer the parent satisfaction survey during the 2nd Parent Teacher conference to observe 10% increase in parent satisfaction.

With respect to implementation, the school will monitor progress by tracking the participation of parents and activities conducted by the parent committee. We expect the committee to be formed by February and to have at least one event planned for March or April. End of the year progress would be an event calendar that can be sent to parents for summer and Fall parent workshops.

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

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

N/A

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	EasyCBM	Recipe for reading based on TC Running Records	Small Group	Pull out activities during the school day
Mathematics	EasyCBM	Math skills based on data provided from classroom assessments and EasyCBM	Small Group	Pull out activities during the school day
Science	NYC Science Scope and Sequence	Small group strategies (hands on activities with the use of science tools) that follow the NYC Science Scope and Sequence.	These services will be provided in a small group.	Pull out activities during the school day
Social Studies	NYC Scope and Sequence.	Small group strategies (peer mentoring, repeated explicit instruction) that follow the NYC Scope and Sequence	These services will be provided in a small group.	Pull out activities during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Emotional team meets based on referral made by teachers	Self Esteem leads to academic excellence. Anti-bullying curriculum. Anger Management, Impulse control, and conflict resolution strategies.	One-to-one or small group counseling	During the school day pull out sessions.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our 18D Hiring Committee included a rigorous recruitment and hiring process. We went to multiple hiring fairs. We had criteria for looking at resumes, recommendations, portfolios, writing sample, demonstration lessons. We placed licensed Special Educators in SETTS out of classroom positions and ESL licensed teachers in ESL positions. We have a music licensed teacher for music. We have self-contained ESL classes with dual licensed ESL/Common branches.

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).
We retain these teachers by providing differentiated professional development to increase teacher growth in instructional practice, using a common teaching framework. All new teachers receive mentors, based on their licensing area. We utilize the resources of the CFN. This school year we have focused our schools Professional Learning Plan around our instructional focus of increasing students' academic vocabulary. We started this year's professional development with our instructional retreats which focused on building trust and teamwork amongst our staff. We have also had teachers fill our individualized professional development plans which required teachers to reflect on their practices and areas for growth. Based on their professional plan teachers have attended outside professional developments, after attending these learning opportunities teachers are tasked with turn keying these sessions for staff members in small group settings during our Monday PD block. Teachers are also engaging in common planning periods that are facilitated by graduates of the NYCDOE Teacher Leader Program and 2014-2015 program participants.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
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n/a

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.).

We provide opportunities for all students to meet and exceed state standards by offering weekday and extended day and after school programs aligned to the CCLS and an enriched curriculum that focuses on individual needs is reviewed and revised regularly. We will begin our Saturday academy programs to target our struggling students such as writing skills, literacy, and numeracy classes. Continue to challenge our high achieving students by also offering them extended day and afterschool services. School social worker and school counselor target students who have struggled with academics and behavior, and a parent coordinator for parents and guardians that need extra support. Parents are offered learning workshops and activities on a monthly basis.

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.

The summer MOSL Committee thoughtfully decided that the rating for every teacher regardless of subject area or grade taught should be directly connected with at least one testing grade and support that grade during extended day.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$494,564	X	12,18,24
Title I School Improvement 1003(a)	Federal	\$16,961	X	21
Title I Priority and Focus School Improvement Funds	Federal	\$119,711	X	21,24
Title II, Part A	Federal	\$94,348	X	21
Title III, Part A	Federal	\$26,048	X	12

Title III, Immigrant	Federal	\$20,157	X	21
Tax Levy (FSF)	Local	\$3,313,788	X	12,15,18,21

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Family 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Family 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 the school community;

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: THE FAMILY SCHOOL	DBN: 09X443
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

- The following program will help ELL students attain English proficiency while meeting State academic achievement standards. This program will be provided after school and is designed to serve ELL students in 2nd grade and students from grades 3-5 who have less than one year of schooling in English. This program will better prepare ELLs for city and state standardized tests as they move from grade 2 to 3 and those taking the test for the first time. The program is aimed at strengthening all four modalities in order to increase the number of students reaching ELL proficiency and help them to attain academic success.

The ESL After-School program, in collaboration with the classroom teachers, will provide additional instruction and activities with the following goals:

-To substantially strengthen the reading, writing, listening and speaking skills of the beginning and intermediate level ELL students.

-To raise the percentage of ELL students reaching English proficiency to 20%.

-To promote more participation in content area classrooms and improved performance of ELLs.

-To develop ELL students' higher order thinking skills using work model approaches that engage ELL students in critical thinking and Principles of Learning.

-To empower ELL students to become accountable for their learning.

- The program will take place from December 3, 2014 to April 2, 2015. It will be on Wednesdays and Thursdays from 2:30-4:30 and the language of instruction will be solely in English for grade 2 and in English/Spanish for 3-5 newcomers.

- 2 certified ESL teachers, 2 bilingual teachers and 1 common branches teacher will work with a total of 60 students from grades 2, 3, 4 and 5 with class sizes not to exceed 15. The content area teacher will work in conjunction with the ESL teacher to both plan and co-teach lessons to a group of ELLs.

Part B: Direct Instruction Supplemental Program Information

Through the use of 4 stations, the ESL and common branches teacher will have students rotate through each of the stations, with 2 being taught by the ESL teacher and 2 being taught by the common branches teacher. The lessons will be planned together to allow for ESL methodologies and strategies to be infused within the after school curriculum.

- We will be using Steck-Vaughn pair-it extreme audio books by Houghton Mifflin Harcourt, Lakeshore Word Family Readers by lakeshore and Phonics Funnies by Voyager Sopris Learning Inc.

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:

Topic 1: ELLs and Academic conversation

Rationale: These workshops will place emphasis on building academic vocabulary in support of the Citywide Instructional Expectations with a goal of strengthening student work and teacher practice for ELLs.

Dates: 11/21/14, 12/19/14, 1/23/15

Time: 9am

Name of Provider: Network 606

Audience: 1 Bilingual and 1 ESL teacher

Topic 2: ELLs: Building Academic Vocabulary

Rationale: This will be a Professional Learning Community (PLC). THIS PLC will be focusing on supporting the lowest performing ELLs around building academic vocabulary.

Dates: 12/15/14, 1/12/15, 2/10/15, 3/16/15, 4/13/15, 5/18/15, 6/8/15

Time: 2:20pm - 3:40pm

Name of Provider: Marilda Cruz

Audience: All teachers of ELLs

Part C: Professional Development

Topic 3: ELLs and Academic conversation (PD Turnkey)

Rationale: after analyzing the 2014 NYSESLAT data, we noticed that our students were lowest in speaking and listening. We are presenting this PD in order to better help staff to understand how to help students develop their oral language skills through academic conversations

Dates: 11/24/14

Time: 2:20pm-3:40pm

Name of Provider: Katie Bendykowski, Jose Codero

Audience: Teachers of ELLs

Topic 4: Assessment Learning in Action (PD Turnkey)

Rationale: this PD will help teachers of ELLs to collect and analyze data through assessment in order to plan thoughtfully for students' next steps

Dates: 11/24/14

Time: 2:20pm-3:40pm

Name of Provider: Michelle Carrasco, Phoebe Colange

Audience: Teachers of ELLs

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:

At P.S. 443 The Family School we believe that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at the school and teaching them to also work on assignments with their children at home. We also celebrate the different cultures in our school and promote cultural awareness and appreciation. We try to make every opportunity a learning experience not only for the students but also for their parents/guardians.

Part D: Parental Engagement Activities

Topic 1: Title III Information Session for Parents

Rationale: Parents will be informed about the goals, structure and purpose of the Title III program for their child

Provider: ESL Teachers

Date: December 2, 2014

time: 2:20 -3:30pm

Audience: Parents of ELLs

Topic 2: NYSESLAT Information Session for Parents

Rationale: Parents will understand the components and demands of the NYSESLAT exam for their child. They will be informed of the progress their child has made on the NYSESLAT and the expectations.

Provider: ESL Teachers

Date: April 28, 2015

Time: 2:25-3:30

Audience: Parents of ELLs

Topic 3: "Family Breakfast"

Rationale: This encourages parents to come and learn about their child's school, ask questions and be a part of the school community. It is an opportunity for families to come to their children's classrooms from 10 am - 11am. This time enables families to participate in their children's learning and better understand how to help their children with schoolwork at home. This is particularly helpful for ELL families that are otherwise not able to assist their children with homework. The time allows the families to feel more of a part of the learning community and provide resources they need to help ensure their child success in the school and at home.

Date: 9/19, 10/31, 11/21, 12/9, 1/30, 2/27, 3/27, 4/17, 5/29, 6/12

Time: 8:00 am-11:00am

Name of Provider: This is presented by our parent coordinator, principal and a rotation of teachers.

Audience: All parents including parents of ELLs.

Part D: Parental Engagement Activities

Topic 4: Weekly Parent Engagement

Rationale: During this time, the ESL team will reach out to parents as well as help teachers communicate effectively with the parents. We can discuss all relevant issues and help to bridge the gap between home and school which we know is extremely important for ELLs. Each month, the meeting will focus on one grade. At these meetings, standards being taught in that grade will be presented to parents. We would also review reading and math and give some examples of how parents can help their children with the standards.

Date: 12/16(Kindergarten), 1/27(First Grade), 2/24(2nd Grade), 3/31(3rd Grade), 4/21(4th Grade), 5/19(5th Grade)

Time: 2: 25-3:00

Name of Provider: This is provided by ALL teachers with support from out of classroom teachers.

Audience: All parents including parents of ELLs.

Topic 5: After School Celebrations

Rationale: Every other month for a 2 hour block, families will be invited to join students in the after school program to celebrate their accomplishments and hard work. During this time, students will share their work and we will have refreshments for both parents and students.

Date: Every other month: Dates not yet decided

Time: 2:25-4:30

Name of Provider: Teachers from the ELL after school program

Audience: Parents of ELLs

Topic 6: "College and Career Day",

Rationale: This day is aimed at encouraging ELLs to start thinking about the colleges they would like to go to and the career paths that they wish to follow. At the Family School, we believe in giving all students an equal opportunity to follow their dreams by equipping them with the tools they need to be ready for the working world. Select guests work meet with students to discuss their different careers and answer students' questions. Parents will also be addressed on careers and college matriculation.

Date: April 25, 2015

Time: The entire school day

Name of Provider: Representatives from city and state colleges, select working parents and special

Part D: Parental Engagement Activities

career guests

Audience: All students and parents including parents of ELLs.

The money for these forms of parents engagement come at no cost to Title III funds except for the refreshments being provided at the after school bi-monthly celebrations.

How Parents Are Notified:

Parents are notified via letters sent home with children in their home/school communication folders. The letters are translated into several languages for the diverse populations represented in our school. Additionally, fliers are posted around the school, notifying parents of workshops. Last, the parent coordinator, classroom teacher and/or ESL teacher reaches out to parents to notify them in person and on the phone.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 09	Borough Bronx	School Number 443
School Name THE FAMILY SCHOOL		

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 Pamela Lee	Assistant Principal Simone A. McIntosh
Coach Janine Bigio-Esposito	Coach Tonya Green
ESL Teacher Paulina Akonu-Atta/ESL Coord.	Guidance Counselor KerryAnn Torres
Teacher/Subject Area Arlene Hernandez/1st gr. Bil.	Parent Latasha Walker
Teacher/Subject Area Christine Thelen/ESL teacher	Parent Coordinator Millicent Matos
Related Service Provider Kristina Stathis /ESL teacher	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	530	Total number of ELLs	227	ELLs as share of total student population (%)	42.83%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	1	1	1	2	0	0	0	0	0	0	0	5
Dual Language <small>(50%:50%)</small>	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Freestanding ESL														
self-contained	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Push-In	2	2	0	3	2	2	0	0	0	0	0	0	0	11
Total	3	3	2	4	3	4	0	19						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	227	Newcomers (ELLs receiving service 0-3 years)	183	ELL Students with Disabilities	44
SIFE	7	ELLs receiving service 4-6 years	43	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	73	7	7	19	0	11	0	0	0	92
Dual Language	30	0	1	0	0	0	0	0	0	30
ESL	80	0	18	24	0	7	1	0	0	105

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	183	7	26	43	0	18	1	0	0	227
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	15	13	19	45	0	0	0	0	0	0	0	92
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	15	13	19	45	0	92						

*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	13	9	17	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	15
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	13	9	17	6	0	30	15													

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>2</u>	Number of third language speakers: <u>1</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>1</u>	Asian: <u>0</u>	Hispanic/Latino: <u>14</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	9	15	2	22	8	6	0	0	0	0	0	0	0	62
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	1	2	4	0	3	2	0	0	0	0	0	0	0	12
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	1	4	0	0	0	0	0	0	0	0	0	5
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	4	3	1	6	7	4	0	0	0	0	0	0	0	25
TOTAL	14	20	8	32	19	12	0	105						

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)	22	6	6	14	24	0	0	0	0	0	0	0	0	72
Intermediate(I)	13	7	11	16	13	0	0	0	0	0	0	0	0	60
Advanced (A)	29	10	28	8	20	0	0	0	0	0	0	0	0	95
Total	64	23	45	38	57	0	227							

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	29	1	1	0	31
4	36	7	0	0	43
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	22	0	5	0	0	0	0	0	27
4	34	0	16	0	1	0	0	0	51
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	15	0	16	0	18	0	1	0	50
8	0	0	0	0	0	0	0	0	0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	12	33	14	2	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our literacy assessment tools are the same for lower grades as they are for upper grades; TC reading, CCLS task for writing, Math DY0, and the NYSESLAT. In addition, teachers observe students using conference notes, informal running records, and module assessments. These assessments are all used in data talks by grade to inform about grade goals for sub-groups (including ELLs). The

data shows that our 94% 3rd grade ELLs and 84% of 4th grade ELL's are level 1's on the ELA. In Math 81% of 3rd grade and 67% of 4th grade ELL's are level 1's. In the Science test 30% level 1 32% level 2 and 36% level 3

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
With respect to the LAB-R and the NYSESLAT, we have noticed several patterns. On the NYSESLAT In kindergarten, for example, many more students scored at a beginner proficiency while far fewer scored at an advanced level. Many more students in the higher grades, however, scored at the intermediate or advanced levels compared with kindergarten. This demonstrates that as students progress through the grade levels they are reaching higher proficiency levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
RNMR is not available as of October 31st 2013.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Patterns across proficiency show that ELLs in the ESL program overall are fairing the best on the NYSESLAT; 5% beginners, 35% intermediates, 60% advanced. The second most successful group is within the Dual Language programs; 8% beginners, 46% intermediate, 46% advanced. Our Bilingual program shows 39% beginners, 24% intermediate, and 36% advanced.

b. N/A

c. N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
The Family School uses Easy CMB as a schoolwide screener. Based on student assessments(T.C. running records, readyGen, GoMath) students will be placed in different groups according to the skills they need to develop. Lexia, Achieve 3000and reflex math are the programs used for Tier 2 RTI.
We have weekly bilingual inquiry with support from Network ELL Specialist (One form of assessment to evaluate: Lexia/ELL RTI)
We also have monthly bilingual common planning for grades 3-5, during which data is analyzed for improved instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In TBE and dual language, books and resources in the student's native language, as well as visual support are used for second language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

a. English-proficient students are assessed in the second (target) language through informal assessments.

b. N/A

c. N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. We evaluate the success of our program for ELLs by analyzing the results of the NYSESLAT. We expect to see students gain a proficiency level from year to year and to eventually reach proficiency and test out.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial

assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

In collaboration with the main office staff, the Push-In ESL Teachers and the ESL Coordinator conduct the following processes: In order to identify ELLs, all parents and guardians are required to submit a Home Language Survey as part of the registration process. Parents complete the HLIS with the assistance of a trained pedagogue to ensure valid parent responses. Spanish speaking families are supported with translations. Our ESL teachers involved in this process speak a variety of languages including Spanish and some African languages. If the HLIS determines that a student's only language is English, then the LAB-R is not administered and the child enters the general education program. For other students, the language determination is made using the formula 1+2. If one question (Part 1: questions 1-4) indicates that the student uses a language other than English and two questions (Part 1: questions 5-8) indicate that the student uses a language other than English, then a language other than English is used at home. At this point, an Informal Student Interview is conducted. Interview responses are recorded, dated, and placed in the student's cumulative record. If the student only speaks a language other than English and/or the student's English proficiency level is low, then the LAB-R is administered. The Spanish LAB for Spanish-speaking ELLs is also administered. LAB-R and Spanish LAB administration is conducted by ESL licensed pedagogues. If the student scores below proficiency on the LAB-R, the student is an ELL and is entitled to services. If the student scores at or above proficiency, the student is not an ELL and enters the general education program. At this point, parents are informed via an Entitlement Letter that their child is an ELL. An orientation is conducted in which parents are informed of their three program choices: Transitional Bilingual Education, Dual Language and Freestanding ESL. Parents watch the orientation video in the language of their choice and brochures are available in multiple languages. Additionally, translators are available in Spanish and African languages. The parents must select a program for their child. At the orientation, parents are told that if 15 or more students on two contiguous grades request a Dual Language program that this program will be implemented as soon as possible. Students who score at or above proficiency test out of ESL. Students who score below proficiency continue to receive ESL services. This process is completed within 10 days of the student's registration. All ELLs are administered the NYSESLAT in the spring of the school year. Students are identified for testing according ATS reports (RLAT). ESL licensed pedagogues administer this test in collaboration with the school's testing coordinator. A letter is sent to families informing them of the test dates in advance. Absentees for specific components of the NYSESLAT are contacted by teachers and the parent coordinator to ensure timely make-up. Students who score at or above proficiency test out of ESL. Students who score below proficiency continue to receive ESL services.

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.

At The Family School P.S. 443, parents and families of newly identified ELLs are invited to an orientation in which they are informed of the three program choices, ESL, Transitional Bilingual, or Dual Language. Kindergarten orientations are conducted where the ESL coordinator is present at the time to inform parents of information. The DOE orientation video is shown in the languages required by the families in attendance, that further explains each program. Specific questions posed by families are answered by teachers and staff as necessary. Pedagogues speaking the languages represented by the families in attendance provide translations. Within 10 days of enrollment, ELLs are identified, their parents are informed, and program choices are made. The required letters are also sent to parents according to the family's languages. On file in the ESL/Bilingual office are records of the date letters were sent as well as signed receipts for those ELLs who received continuing entitlement, entitlement and non-entitlement/transition letters.

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

We have created a file that contains information about all of the ELLs in our school. We keep all letters on file in a secure place. During the orientation for families of ELLs, parents are given an additional opportunity to supply correct contact information to facilitate continued school-family communication. Parents are informed that if program selections forms are not returned, the default program for ELLs is Transitional Bilingual Education, although at P.S. 443 only Spanish speakers are accommodated in TBE. During the parent orientation, after families have viewed the video and questions regarding the three program options have been fielded, parents are supported to complete the Parent Survey and Program Selection form, where they make a choice regarding the ELL program they desire for their child. A record of parental selections are kept on file and copies of originals are maintained in an ELL compliance folder. Original parent selection forms are placed in the child's cumulative record. All entitlement, non-entitlement, and continued entitlement letters are sent within 10 days of school starting or from the child's registration date. Parents or guardians return a signed portion of the notice which is kept on file in the ELL compliance folder. Parents are notified of their child's placement in the program of their choice. we continue to try to reach parents who have not returned signed notices.

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.

Identified ELL students are initially placed in Freestanding ESL programs if they speak a language other than Spanish. Spanish-speaking ELLs are initially placed in TBE programs. The orientation for families of ELLs provides information to help inform parents'

choices in selecting particular programs. Spanish, French, Bengali and African language translation is provided at the orientation and when parents have questions. Parents are informed of their choices, which are TBE in Spanish, Dual Language (K and 1st grade) Freestanding ESL, and Push-In ESL. According to the school zone for District 9, parents receive a list of schools that provide all the language programs, specifically Dual Language programs. Students are placed based on the Parent or guardians program selection choice.

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 use the ATS report RLER to identify ELL's Eligible for the NYSESLAT. A memo is created to notify school staff of the impending test. A notice is also sent to parent about the upcoming test. The speaking test is first administered 1 on 1 by a licensed ESL teacher who is not the student's regular teacher. All ESL, Bilingual and other available certified pedagogues administer the Listening, Reading and writing sections of the NYSESLAT according to state regulations for testing. Attendance is taken during the test and a schedule is created to make sure that all Absentee students get a make-up withing the testing period.

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. [i](#)

Since our school opened its doors in September 2009, we are able to analyze four years of parent program choices. With our non-Spanish speaking parents and families of ELLs, the trend continues to be ESL. Parents are made aware of the availability of dual language programs in other schools, but most of those programs do not address the language needs of these families. Therefore the families continue to select ESL as their first choice and are always accommodated.

Our Spanish-speaking families tend to select bilingual classes to help their children develop literacy in both languages and facilitate the transition from Spanish to English. We continue to register students throughout the year, many of whom are newcomers from Spanish-speaking countries. These families are particularly interested in placing their children in TBE or Dual Language programs and are always accommodated.

There had been several parents who have requested Dual Language programs across grades. As a result, P.S. 443 opened a Dual Language program in Spanish and English in kindergarten in 2012-2013 school year.

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])?

b. Block, Heterogeneous

K: Push-in ESL, Dual-language Self-Contained

1st: Push-in ESL, Dual-language Self-Contained

2nd: Self-Contained ESL, Bilingual

3rd: Push-in ESL, Bilingual

4th: Push-in ESL, Bilingual

5th: Push-in ESL, Bilingual, Bilingual ICT

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)?

The Family School P.S. 443 offers Spanish TBE, dual-language, and self-contained ESL classrooms, in addition to push-in services. There are three ESL teachers who push-in in order to meet the appropriate mandates. Support is given in the native language through preview/review, modifying materials, small groups to discuss content in Spanish. Lessons are differentiated by grouping students according to their language proficiency and areas of need. Native Language Arts in Spanish is provided one period a day through content area instruction.

For ELLs, in ESL, TBE, and dual-language classes, 360 minutes of instruction are provided for beginning and intermediate students, and 180 minutes of instruction are provided for advanced students. In ESL, mandated minutes are met through self-contained ESL classes or through push-in. ESL teachers teach all content areas in English using a variety of supportive methodology. Push-in ESL teachers push in primarily during the literacy block to best address listening, speaking, reading, and writing skills. Our goal is to help ELLs attain English language proficiency and for them to meet or exceed NY State and City Standards.

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.

Children are provided with multiple sources of information in order to assist them in building background knowledge and meaning about a concept through learner-centered instruction.

In all content areas, strategies for working with ELLs are utilized, such as graphic organizers, visuals, vocabulary introduction, small grouping with the teacher (in native language in TBE). Native language materials are prevalent throughout the school in classroom libraries, including general education classrooms, TBE classrooms, and during ESL lessons. Native language materials are also available in the school library.

Social Studies: Social Studies instruction is done in English through CCLS. Materials in English are available at many different levels. In order to express understanding through products students can express their understanding in Spanish.

Math: The instruction may switch to English instruction, but materials are available for them to complete their work in Spanish. Assessments are made available in both languages so that they can show understanding of the content area knowledge. In order for students to have more meaningful conversations about math (a focus of Go Math), students can participate in both English and Spanish. Previews and reviews in Spanish are provided during math instruction.

Science: Science is taught in English with a preview and review in the native language (only in TBE setting). Vocabulary is a key focus to prepare students for more hands-on investigations.

Language Arts/Literacy Development

Complex cognitive/literacy processes ie: prediction, inferring, making connections is scaffolded in English.

- The modules make concepts more explicit when taught in English. Visual aids and language experience charts support learning. Hands-on products make content more engaging and accessible.
- (In TBE) Bilingual Centers/(In ESL) Centers: Learning/Task/Observation Centers that help students acquire content knowledge through exploration and interaction with materials that re-enforce and complement themes in addition to hands-on projects.

- Content support and conceptual development are offered through differentiated instruction (i.e. small groups, visual/audio/kinesthetic support, scaffolded/tiered assignments). Linguistic pre-view/review/summary is given in small groups to students who need extra support in the native language (in TBE) and in English in ESL to make content area concepts accessible. Comprehensive Literacy Plan:

Students are supported with both English and NLA development (in some components of Balanced Literacy in TBE) through the following balanced literacy model:

Read Aloud (NLA), Guided Reading, Independent Reading (NLA), Unison Reading, Writing Demonstrations (persuasive, narrative, and informational), Shared Writing, Response to Literature and Independent Writing

Children will have opportunities for: Speaking, listening, reading, and writing experiences for a variety of authentic/meaningful purposes and audiences in both the Native and English Language.

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

The Spanish Lab is administered to new TBE or Dual Language students .

Writing: Writing assignments are allowed to be done in Spanish to see students' skills in their native language.

Reading: Informal assessments/conferences are done early on to determine their comfort level in reading (ability to decode and comprehend).

Math: Math assessments are available in Spanish.

Content areas: Students can demonstrate their understanding in Spanish if necessary (written or oral).

Standardized assessments (ELE) are also administered in 3rd, 4th, and 5th grade bilingual classes.

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

Teachers conference, do running records, conduct informal observations, and administer DYOs at least three times a year in order to assess all four modalities. Student also have the opportunity to share their work and use rubrics in classrooms.

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)N/A

b) Spanish-speaking families of newcomers may choose between the TBE, Dual Language, and ESL programs for their children.

These children will be assessed through Easy CBM, Go Math assessments, and other work samples that show mastery of CCLS. In the TBE, Dual Language, and Self-Contained classes, appropriately-certified classroom teachers will provide mandated ESL units. Extended day support will be provided to students who are not meeting grade-level bench marks.

An after-school program will be implemented for Spanish-speaking upper-grade newcomers (3rd, 4th, and 5th) to receive literacy support in their native language as well as Basic English skills. In addition, 3rd, 4th, and 5th grade newcomers spend Extended Day with an ESL or bilingual teacher to practice fluency, basic conversations and basic English skills. Within the classroom, centers will be utilized to help students learn basic skills, and in the classroom they will have partnerships that will help them navigate their new classroom and school and utilize their English.

Families with linguistic backgrounds other than Spanish will be served with the ESL program. These children will be assessed through Easy CBM, Go Math, and other work samples that show mastery of CCLS. In General Education classes, ESL Push-in mandated units will be provided by ESL teachers. Extended day support will be provided to students who are not meeting grade-level bench marks.

c)For the ELLs in this category, we have identified the students' modalities that are most in need of strengthening. We have analyzed the results of the NYSESLAT in order to pin-point whether the needs lie in reading or writing, because in our school these two areas are generally weakest. For writing, ESL teachers have been forming small strategy groups with these students that are based on assignments, informal assessments and conference notes data. In these groups, students have the opportunity to work on specific skills such as paragraph writing, using descriptive language, or grammatical points including subject-verb agreement and correct English sentence structure. In reading, these students also benefit from strategy groups within Guided Reading.

d) N/A

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?

One instructional strategy that is used for ELL-SWDs that provides access to academic content areas and English language development is flexible grouping. Both students with disabilities and language learners are paired with general education students.

This model helps to provide this particular group of students with exemplars of academic content and language. Another

instructional strategy that is used in the classroom is learning centers. Learning centers give language learners and SWDs the opportunity to engage in small group instruction with hands-on activities. All ELL SWDs receive mandated ESL requirements according to their proficiency level. ELL-SWDs whose IEP mandates monolingual instruction without ESL are provided with the ESL mandated requirements according to proficiency level.

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?

Teachers are given the opportunity to scaffold and modify curriculum and instruction based on students' needs and goals on their IEPs. Many of our students that are labeled as language learners and SWDs are receiving SETSS services, which is one of the least restrictive environments that can be provided with an IEP. All these interventions are part of a teacher's schedule and administration has allowed the flexibility for these learning opportunities to take place in the classroom.

Courses Taught in Languages Other than English

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

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

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

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

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

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

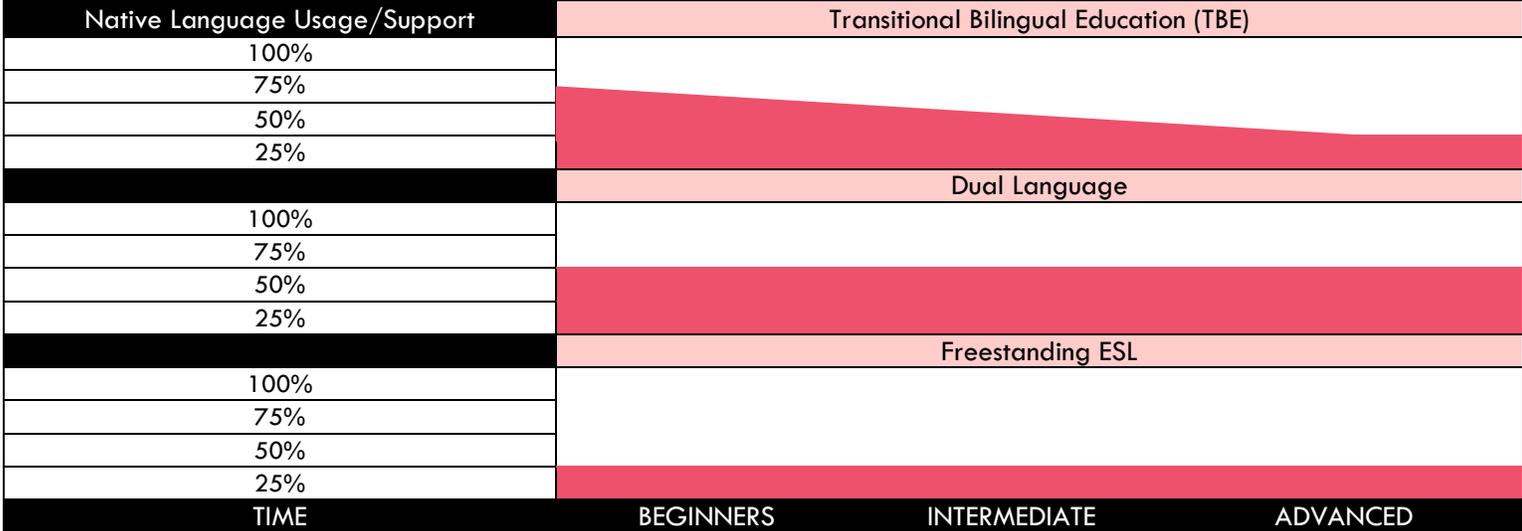
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our SIFE, Newcomers, longterm ELL's and SWDs are offered different intervention programs and our part of the schools RTI. ELLs-SWD are placed in an ICT class where they are provided with two teachers. They are also integrated with general education students that serve as appropriate models in both language and in the content areas. Teachers work in small group instruction with these targeted students. These students are also part of our extended day program and after school programs. These programs have been formed for at risk students or students with high needs to ensure progression through small group instruction. ELLs with disabilities are eligible to receive intervention through SETTTS in literacy and math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In both ReadyGen and GoMath, there are opportunities for scaffolding and vocabulary support for small group instruction for ELLs
11. What new programs or improvements will be considered for the upcoming school year?
- The school will be introducing the Estrellita program to support literacy and phonics in Spanish for ELLs in dual language and bilingual classes. ReadyGen and GoMath are other curricula the school will be using.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs/services for ELLs that will be discontinued
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs receive physical education, music and art according to Part 100 requirements. Enrichment opportunities and all after-school programs are open to all students including ELLs. ELL students participate in all these offerings. The Family School is offering The Rising Stars after-school program, a Title I program, which supports test preparation for the ELA and Math state tests. Title III Immigrant Funding supports ELLs in preparation for the NYSESLAT. Regular Title III funding supports newcomers in literacy and oral language development. Both Title III programs are targeted for English Language Learners and occur after-school. General education teachers are supported through professional development workshops on best practices for ELLs. Also, TBE/ESL/Dual Language teachers plan collaboratively with general education teachers to support the use of best practices for ELLs. Bilingual classes are provided additional push-in support from paraprofessionals for over 50% of the week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- A variety of instructional materials are used to support ELLs in ELA such as Wilson Foundations and Words Their Way. Realia, manipulatives, SMART boards, mimios, computer programs including Lexia, access to a computer lab and classroom laptop carts for each grade are also available.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ELLs receive native language support through literature available in Spanish. There are also glossaries and libraries available in Bilingual and Dual Language classrooms.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Grade-appropriate resources and support are provided within the ReadyGen and GoMath curricula. Teachers also provide grade appropriate visual and manipulatives to support students learning.
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.
- Families of newcomers are encouraged to participate in summer programs and activities offered by the school, including a school walk-through, meeting the administration and the parent coordinator, and attending educational parent workshops.
18. What language electives are offered to ELLs?
- No language electives are offered to ELLs at this time.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- a. Kindergarten: 50% English, 50% Spanish
1st Grade: 50% English, 50% Spanish

- b. EPs and ELLs are integrated the whole instructional day. No content areas are taught separately.
- c. Languages alternate weekly for all subjects.
- d. Self-contained Dual Language model is used.
- e. Both languages are taught at the same time.

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.The following professional development workshops are available to all teachers in the school:
 ReadyGen and GoMath PDs are offered at the school. All school personnel have the opportunity to attend this professional development, including assistant principals, common branches teachers, bilingual teachers, ESL teachers, and special education teachers.
 - 2.The ELL Coordinator, ESL teachers, and bilingual teachers attend the following workshops offered by the Office of English Language Learners and Network 606.
 Response to Intervention(From data to intervention): 10/28/13, 12/2/13
 Improving ELL Achievement with CCLS-Aligned Instruction: 11/8/13, 12/12/13, 1/24/14
 The parent coordinator and the secretaries attend workshops that address their roles within ELL compliance and instruction, when applicable, which are provided by the NYC Department of Education and Network 606.
 Weekly Bilingual Inquiry with support from Network ELL Specialist (One form of assessment evaluated: Lexia/ELL RTI)
 - 3.Staff is given opportunity to allow students to transition to different classrooms on their own to prepare them to the similar structure in middle school. Gender meetings are also organized for 5th graders. At these meeting many topics are discussed about situations that students may encounter or difficulties they may face within the middle school setting.
 4. PDs and workshops are offered by the network, Office of ELLs, and in-house PD study groups and intervisitations to support student needs according to data findings and trends. Staff who attend PD's off site also turnkey on PD days or during Lunch and Learn.

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. The parents of ELLs are given many opportunities to participate in parent workshops throughout the year. Evening parent workshops include three math workshops, two literacy workshops, and two health workshops.

At The Family School we believe that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at the school and teach them to also work on assignments with their children at home. We try to make every opportunity a learning experience for all parents/guardians whether they are parents of ELLs or not: effective parental involvement proves to make student achievement increase. Therefore, the entire community is invited to partake in learning events such as, "Family Hour" which is an opportunity for parents and guardians to become active in the classroom and learn what their child is learning, family learning workshops, including health and parenting information, school events, and parent teacher conferences. There are parent workshops specific to ELLs as well. In the past, we have offered ESL and GED classes to families and hope to offer this opportunity again. All of these workshops are planned and executed in accordance with State standards. Parents are informed of the importance of these standards and how they affect the education of their children. During these workshops, parents and children work together with hands-on activities using many of the same strategies used in the classroom during the school day. All information sent home is translated so the entire community feels welcome and understands the information going home. Parents of ELLs are notified of events and PTA meetings through the monthly parent calendar including the dates of NYS assessments. Parents and guardians of ELL students can always receive translation and interpretation services, and the majority of the school staff also speak a variety of languages which help in situations where communication is necessary. Also, parents of ELLs are invited to experience and participate in simulated conflict resolution sessions. Parents are encouraged to participate in the SLT Committee. Translations are available when needed.

2. Our school partners with multiple organizations that provide culturally relevant and linguistically appropriate programs. Bronx Works provides free ESL classes for parents of ELLs in school. Our Parent Coordinator develops parent workshops with Bronx Works to better assist families with literacy and math homework. Morningside also provides free workshops to ELL families in conflict resolution. We also partner with Translation and Interpretation services.

3. Classroom teachers' informal conversations with parents, parent-teacher conferences, PTA and SLT meetings all provide opportunities for our school to evaluate the needs of parents. Additionally parents' needs are evaluated through data on target populations, interviews with community leaders, parents/guardians, surveys, language surveys, registration packets and request from parents/guardians that call or walk into the school. The parent coordinator works closely with the ELL coordinator to support parents' understandings of the programs for their ELL children. All workshops provided by the parent coordinator include the parents of ELLs. Invitations to all events provided by The Family School are sent to the families of ELLs. The parent coordinator is always available to help parents and answer their questions.

4. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities are designed to educate families, make them aware of services in the community, connect them to CBOs, and provide support. The activities address the needs because we focus on what the families in our communities require: health, educational, cultural, and recreational programs; social support and trainings; family activities that link to learning skills and talents, including summer programs for students. We also determine the needs of the parents as expressed in conversations, conferences, PTA and SLT meetings.

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.

The Data used in this document is based on reports generated from ATS on 10/31/13

Part VI: LAP Assurances

School Name: The Family School P.S. 443

School DBN: 09X443

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Lee	Principal		11/15/13
Simone A. McIntosh	Assistant Principal		11/15/13
Millicent Matos	Parent Coordinator		11/15/13
Paulina Akonu-Atta	ESL Teacher		11/15/13
	Parent		
Arlene Hernandez	Teacher/Subject Area		11/15/13
Kristina Stathis	Teacher/Subject Area		11/15/13
Janine Bigio-Esposito	Coach		11/15/13
Tonya Green	Coach		11/15/13
KerryAnn Torres	Guidance Counselor		11/15/13
	Network Leader		
Christine Thelen	Other <u>Teacher/ESL</u>		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X443 School Name: The Family School

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

During registration a Home Language Identification Survey is filled by all parents. The Family School's written translation and oral interpretation plans are based on the data collected from the HLIS. (ATS report RHLA as of November 2013)

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.

Based on the ATS report RHLA as of November 2013, 45% of our school's population are Spanish speakers, 36% speak English, 4.3% speak Bengali 3.4% speak Mandika and 7.3 speak other languages. Thus, our major interpretation needs is for our Spanish speaking parents.

Part B: Strategies and Activities

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

Letters and Notices sent home to parents are in English and Spanish. School Messenger automatic phone system is also used. At all school events and activities, translation services are provided for parents by staff members as well as by volunteers. Staff members that have parents who communicate through other languages use "The Translation & Interpretation Unit" which is posted in the main office.

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.

Parents and Guardians who require oral translations in Spanish, French and Mandika are provided with translation services by staff members and parent volunteers. When a translator is unavailable, "The Translation & Interpretation Unit" is contacted.

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>.

We will continue to use The Translation and Interpretation Unit, school staff, parent coordinator and volunteers to meet the requirements for our school's translation services.