



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>17K092</b>
<b>School Name:</b>	<b>P.S. 092 ADRIAN HEGEMAN</b>
<b>Principal:</b>	<b>DIANA RAHMAAN</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Adrian Hegeman School Number (DBN): 17K92  
Grades Served: Pre-K – 5th  
School Address: 601 Parkside Avenue  
Phone Number: (718) 462-8449 Fax: (718) 284-8289  
School Contact Person: John Samerson Email Address: jsamers@schools.nyc.gov  
Principal: John Samerson  
UFT Chapter Leader: Karen Haughton  
Parents' Association President: Lakeisha Moffatt  
SLT Chairperson: Co-chairs: Lakeisha Moffatt and Caroline McNeal  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Monique Wilkerson  
Student Representative(s): NA

**District Information**

District: 17 Superintendent: Mr. Clarence Ellis  
Superintendent's Office Address: 1224 Park Place, Brooklyn, New York 11213  
Superintendent's Email Address: cellis@schools.nyc.gov  
Phone Number: (718) 221-4372 Fax: (718) 221-4326

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris  
Director's Office Address: 415 89th Street, Brooklyn, NY 11209  
Director's Email Address: cwatsonharris@gmail.com  
Phone Number: (718) 759-4934 Fax: (718) 630-1634

## 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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
John Samerson	*Principal or Designee	
Karen Haughton	*UFT Chapter Leader or Designee	
Lakeisha Moffat	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
Monique Wilkerson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Ms. Vanessa Glover	Member/ UFT	
Ms. Shirley McPherson	Member/ UFT	
Ms. Caroline McNeal	Member/UFT	
Ms. Jeni Galindo	Member/ Parent	
Ms. Antoinette Robinson-Williams	Member/Parent	
Ms. Marisa Gordon	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Monique Wilkerson	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, 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**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 92, also known as Adrian Hegeman Elementary School, is located in the Flatbush section of Brooklyn, New York. We are in close proximity to many cultural and educational institutions such as the Brooklyn Botanic Gardens, Brooklyn Museum, Grand Army Plaza Public Library, Medgar Evers College, Brooklyn college, and the Brooklyn Children's Museum. Throughout the school year, our staff utilizes the resources of each facility to meet the social emotional and academic needs of our children. Housed within P.S. 92 Campus is the Lefferts Gardens Charter School.

We currently service 483 students in grades pre-K – 5, who are largely of Caribbean descent, with a growing influx of Middle Eastern families. Of the 419 students, 88.6% are Title 1 eligible, and approximately 75 students reside in shelter facilities. The student body includes 68 English Language Learners, and 79 students with IEPs. We have two ICT classes and 2 self-contained classes. Twenty five students, across the grade levels, receive SETTS support. The ELL program currently provides a combination of pull out and push-in instructional support.

Our instructional staff consists of 24 classroom teachers, 6 clusters (art, music, gym/health, library/literacy skills, and computer skills), 1 guidance counselor, 2 ELL state certified teachers, 1 SETTS/IEP teacher, 2 assistant principals, and a host of support staff such as whole class and one to one para-professionals, family worker and the parent coordinator.

Our school mission statement is:

The mission of Public School 92 is to cultivate the potential in every student to thrive as a global citizen by creating an environment that harbors tolerance and respect for each other, and challenges and supports each child to meet the goals of the Common Core Learning Standards through rigorous instruction. Through the provision of a CCLS-based core curriculum, our students will thrive academically and socially as they progressively become college and career ready for the future. Our families and community organizations will partner with us to promote family engagement and the well-being and success of all students.

Through a collaborative partnership with our after-school program, CAMBA, we are able to extend support of our children's social emotional well-being, and utilize the agency's outside family support center for referrals (crisis intervention, counseling) and family advocacy (food pantry, adult education, housing). This year we were recipients of the prestigious Astor Grant facilitated by Fordham University. The grant provided substantial support to our pre-K and kindergarten teachers to bolster their best practices, curriculum development, and vocabulary building. We were also selected to participate in the DOE Teacher Effectiveness Program. Teachers across the grade levels received on going professional development in instructional planning, questioning and discussion, and student engagement. This opportunity will continue in the 2015-2016 school year. We also used the CITE professional development program. Professional development was offered in behavior management, mathematics, student engagement, rigorous instruction, and questioning/discussion. Under the leadership of our upper grade assistant principal, parent coordinator, and other staff, we have been able to continue supporting our students through many extra-curricular activities such as the Student Council, Planet Hero Recycling group, African Dance Troupe, and Performing Arts Club. The parent coordinator works collaboratively with the administrative staff and Parent Association President to plan and facilitate an on-going series of parent workshops (CCLS, ELA/Math, special needs students, financial resources, job skills, community resources, etc.) to support our families. Other collaborations include New York Cares, Penny Harvest, Learning Leaders, and agencies who are yearly recipients of goods received through our annual food drive. As recipients of a PBIS grant, written by our PSO, we have been trained in the implementation of the program. Training of students, staff, and parents

has taken place. Our continuing objective is to address the needs of our children through a systemic approach to behavior modification and building a positive learning environment that is shared by all stakeholders.

Our most recent 2014 DTSDE feedback and 2015 Quality Review and Learning Environment survey identified our commitment to building a culture of social-emotional support for our children as a strength and area of celebration. Fostering collaboration among the various support persons and groups (LRE/PPT/SIT/SBST, and attendance team) is a priority in terms of early identification of at-risk students, and facilitating the implementation of preventive and supportive measures to correct/lessen social and academic issues impacting students' success. The needs of targeted students are met through scheduled sessions (one to one and/or small group), informal sessions (lunch, prep periods, after-school hours), and during classroom observations. The Attendance Team closely monitors daily attendance and lateness, and celebrates individual and class improvement at special assemblies and/or activities. The family worker and parent coordinator work collaboratively to outreach to the families of the most difficult cases and to advocate for services to address issues impeding the child's success in school. A second area of strength and celebration is our support of parent engagement. Through the on-going hosting of parent workshops facilitated by school staff and invited guests, we are able to help parents gain knowledge of what their children are learning through the sharing of curriculum map summaries in the core content areas, parent newsletters, and Meet the Teachers Nights. Workshops are also presented on topics identified by parents. Special events, such as Family Day, student performances, and Parent Association activities encourage parents to interact with their children and school staff in a social setting. Our parents of ELL students participate in workshops facilitated by our ELL teachers, and receive phone calls and progress reports.

Although the grade system for NYC schools has been eliminated, our last grade was a "C" in 2012 – 2013. This school year, we have received a "Proficient" on our 2015 Quality Review. A highlight for the school continues to be the social emotional support of our students and parent engagement. This year, we showed significant growth in instructional practices (proficient) and anticipate that this type of improvement will continue into the 2015-2016 school year.

Using the 2014 DTSDE feedback and preliminary Quality Review feedback, we will continue to look at the following areas:

Tenet 3: Ensure unit and lesson plans are reflective of CCLS alignment, rigor in the classroom, instructional shifts, and differentiation; infuse enrichment areas in PD plan; increase use of data to inform curricular adjustments.

Tenet 4: Ensure lesson plans and unit plans are adapted to meet the needs of all subgroups; ensure monitoring protocols are in place to ensure high levels of text and content complexity; higher order thinking skills; differentiation with multiple entry points to actively engage students; increase teacher feedback to students; and increase use of data and assessment to match instruction to the learning needs of students.

### 17K092 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	483	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		86.2%	% Attendance Rate	91.5%
% Free Lunch		88.6%	% Reduced Lunch	3.9%
% Limited English Proficient		14.2%	% Students with Disabilities	16.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	77.7%
% Hispanic or Latino		16.6%	% Asian or Native Hawaiian/Pacific Islander	5.1%
% White		0.4%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		15.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	12.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	6.78
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		8.6%	Mathematics Performance at levels 3 & 4	14.1%
Science Performance at levels 3 & 4 (4th Grade)		56.4%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	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	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

**Section 5A – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>According to the most recent QR Report, school leaders and teacher teams actively engage in providing on-going professional development, reflection, and modification of curriculum maps to ensure appropriate alignment with the CCLS. This year, as we facilitate the implementation of teacher developed unit plans, the school leaders will provide appropriate professional development in unit planning and monitor the implementation of instruction to ensure the use of student data is evidenced in differentiation of instruction.</p> <p>-The increased need for interdisciplinary curricula infusing the arts, technology, and other enrichment opportunities will be addressed through the use of teacher leaders in each area to provide P.D. for the staff. Additionally, all cluster teachers are assigned as members of Teacher Teams across the grade levels as part of the school-wide integration of best practices which bolsters the sharing of content knowledge and instructional strategies.</p> <p>-Teacher teams will be encouraged to regularly use formative and summative student data to plan for instruction. This practice will be closely monitored by school leaders during the planning and implementation process.</p>		

-Professional development will include the support and implementation of teacher study groups/professional reading of action research and inter-visitations across the grade levels.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school leaders and at least 90% of the instructional staff will have incorporated the CCLS into pre-K – 5<sup>th</sup> grade curriculum maps and unit plans to strengthen and increase instructional rigor across the grade levels as evidenced by at least 5% improvement in student performance in mathematics and literacy on formative and/or summative assessments in each content area.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will engage in building a professional learning community through teacher study groups; professional reading and discussion of action research literature; and inter-visitations across the grade levels and to high performing schools within District 17.</p>	<p>All instructional staff, including para-professionals</p>	<p>October 2015-May 2016</p>	<p>School leaders, teacher leaders, selected teachers and professional development specialists</p>
<p>Biweekly teacher team meetings to plan and implement CCLS expectations and performance tasks for all</p>	<p>All instructional staff, including paras</p>	<p>September 2015-June 2016</p>	<p>School leaders, teachers, and PD specialists.</p>

<p>students, including ELL and SWD students. ESL and IEP teachers will work closely with teacher teams and PD providers to ensure the inclusion of ESL and differentiated instructional strategies are incorporated in planning for instruction and academic support.</p>			
<p>Curriculum maps will reflect instructional activities/resources that infuse the visual and performance arts, as well as instructional software that is research based and will aid students in understanding connections across the core content areas.</p>	<p>All instructional staff, including paras</p>	<p>September 2015- June 2016</p>	<p>School leaders and selected teachers</p>
<p>Host Parent Orientations at the beginning of the year to share out expectations, the instructional program across the grade levels, and CCLS. Special sessions will be held for the parents of ELL students. Meet the teacher nights will be scheduled to allow parents the opportunity to meet the teacher(s), visit classrooms, review student work/progress, and expectations for performance. This will be conducted in addition to the increased parent conference nights scheduled by the Chancellor. Because we will include all stakeholders in the planning and implementation of the activities, in particular the Parent Association, it will increase the level of transparency and support from parents.</p>	<p>School community members</p>	<p>Sept. 2015- May 2016</p>	<p>School leaders, parent coordinator, PA Executive board, outside community liaisons</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School leaders, lead teachers, parents, parent coordinator, P.A. President - no time adjustments are required											
Materials for distribution will be provided by the staff.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Progress will be monitored in February 2016 using agendas, sign-in sheets, and implementation of professional materials among staff. All maps will be modified and unit plan completion will be monitored by school leaders. Teacher teams will maintain records of meetings and other planned activities. In addition, grade appropriate cumulative benchmark assessment will be administered to check students’ understanding and mastery of the content as related to the extent of the curriculum units being taught. The students results will be compared with baseline data to identify areas of growth and areas that are in need of improvement. Follow-up will be done in the team meetings to address the identified deficiencies.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 5B – Framework for Great Schools 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, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	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 element of the Framework for Great Schools 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 trends and sources.

According to the most recent QR Report, there are systems in place to identify and support students’ social and emotional developmental health. The school partners with local organizations, colleges, and hospitals to address and support student and family needs.

- The school articulates and promotes a vision for social and emotional developmental health that is manifested through learning experiences and a safe school environment for children, teachers, and families.
- School stakeholders work together to develop a common understanding of the importance of their contribution in creating a school community that is safe, conducive to learning, and fosters a sense of ownership for providing social and emotional health supports tied to the school’s vision and mission.
- Data is used to establish structures to support student social and emotional health.

However, a more structured program (i.e. PBIS) has being implemented in the latter part of the 2014-15 school year to further enhance the work that is done with the students. For this school, more work will be done with the program to ensure that it benefits the entire school community.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the staff within the school community will be retrained in the PBIS program to have at least a 5% reduction in the number of school-wide occurrence and reports. Parents and other members of the school support staff will also receive modified training in the elements of PBIS as a means of utilizing strategies in fostering the home-school environment and partnership.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The PBIS team will plan and implement a series of character building lesson plans for the first week of school, with school wide lessons to be conducted once a month. Additionally, a monthly schedule of PBIS</p>	<p>School stakeholders and students</p>	<p>Sept. 2015 – June 2016</p>	<p>PBIS team and school leaders</p>

based assemblies will be conducted for each grade level.			
Implementation of extra-curricular activities/clubs: Student council, Planet Heroes Recycling group, African Dance Troupe, Performance Arts club, and active participation in District wide competitions such as the Sum Math completion, spelling bee, science fair, etc.	Grades K – 5 as applicable	Sept. 2015 – June 2016	School leaders, teachers, parent coordinator
The school will provide after-school intervention counseling for at risk students and their families.	Grades K-5	January 2016-June 2016	School guidance counselor
Parents will be involved in informational sessions regarding PBIS as part of the PTA Meetings and other events organized for them as part of the Community-based School Program.  In addition, parents will have the opportunity to participate in academic-based workshops (e.g. CCLS, curriculum expectations, testing requirements etc.) as a form of support for parents to ensure continuity of the school's academic program at home. These workshops will be organized by the school's curriculum team and administrator in conjunction with the PA and SLT.	All parents	The strategies extend throughout the school year from September 2015 to June 2016	

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Guidance counselor on per session basis during extended time sessions - Wednesdays and Thursdays
Parent coordinator as part of the school-wide family engagement events (Mornings, Evenings, weekends)

Selected members of staff with expertise on subject content as part of the daily programming or after-school per session activities

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress will be monitored in February 2016, by the positive responses to the program implementation. This includes:

- An increase in the PBIS team planning for training of staff and parents in the implementation of PBIS
- Monitoring of implementation of PBIS lessons and review of feedback from students.
- Scheduling monthly assembly and implementation of the program expectations
- Monitoring log of service provided to students and their families by the guidance counselor as well as copies of team planning agendas and implementation calendar.

The overall success of the program will be monitored by comparing the number of OORS data report for the last school year with the current report. Also, attention will be given to other critical elements such as location of the incidents, time of the day etc. to address some of the salient issues aligned to gaining positive outcomes.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>According to the most recent QR Report, the following areas of instructional practice were inconsistent across grade levels. There were limited use of: (1) coherent strategies organized around unit and lesson planning that addresses all students' needs; (2) CCLS-aligned instruction that give students multiple points of access to learning; and (3) use of formative and summative assessment data to inform instruction. This results in uneven levels of rigorous instruction in all classrooms.</p> <p>As a result, the primary focus for this school year is providing opportunities to increase the levels of alignment between (a) teacher practice and the curriculum expectations, (b) teacher planning and use of the relevant curriculum materials; and (c) teacher practice, use of data and assessment to increase the levels of students' achievement. This will be afforded through more structured teacher team meetings, individualized PD and curriculum planning sessions geared towards enhancing teacher practice with specific embedded support for the less effective teachers. Also, there will be increased opportunities for teachers of arts and technology to work with teacher teams to plan for interdisciplinary curricula integrating technology and the arts.</p>		

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will continue our efforts with teacher collaboration to reinforce instructional best practices in the areas of designing coherent instruction and assessments, enhancing questioning and discussion techniques and engaging students in learning to ensure that at least 60% of teachers will receive an effective rating in their MOTP as measured by Danielson Rubric.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The school will, pending funding, strive to provide all teachers with equal access to various types of technology, including lap tops, Smart Boards, classroom computer units.</p>	<p>teachers</p>	<p>November 2015- June 2016</p>	<p>School leaders</p>
<p>The school wide professional development team will develop a calendar of support in identified</p>	<p>Teachers and paras</p>	<p>Sept. 2015- June 2016</p>	<p>P.D. Team, school leaders</p>

areas of need. Needs will be identified through the use of a survey and observations. Teacher leaders will be trained in areas of need and provide turn-key training to staff in the teacher team setting and differentiated P.D. workshops.			
The school leaders will provide opportunities for teachers to engage in collaborative team teaching.	Teachers	November 2015-May 2016	School leaders
The school will ensure the facilitation of professional development sessions for parents in vocabulary skills building, ELA, and mathematics during after-school and P.A. meetings.	parents	October 2015 – May 2016	School leaders and teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources and materials are in-kind, not requiring additional funds. Grants to be written to secure technology funds.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In March 2016, at least 50% of the Informal and formal observations conducted by school leaders should be indicating a trend of effective in the teachers' MOTP. This will be bolstered with informative next steps and timely feedback to staff which will also serve as a medium for monitoring the implementation of instructional plans as outlined in teacher-developed unit plans. PD feedback forms and satisfaction surveys will be administered to staff with the goal of assessing the effectiveness of the implementation of the PD plan aimed at increasing best instructional practices for all staff.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>According to the most recent QR Report, the school leaders have fully functional systems and structures in place as aligned to the District's APPR by conducting targeted and frequent observations and tracking the progress of teacher practices based on students' data and feedback. This include:</p> <p>-School leaders effectively using evidence-based systems and structures to monitor and foster the improvement of lower performing teachers as well as bolstering relevant school wide practices as defined in the SCEP.</p> <p>-School leaders making strategic decisions that support the social and academic development of all students, thus, resulting in an environment that is conducive to teaching and learning as well as continuous and sustainable school improvement.</p> <p>-School leaders and SLT have developed and implemented a new school wide mission and vision statement. This has been articulated to the school community and is embraced by the major stakeholders. The tenets of each document have become major pillar and of the instructional practices utilized across classrooms.</p>		

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school leadership will engage in initiatives aimed at developing greater teacher leadership, the realignment of school systems and structures to meet the academic expectations outlined by the DOE citywide Instructional expectations and CCLS, thereby resulting in at least a 60% increase in teacher effectiveness as evidenced by the teachers' MOTP rating and at least a 5% increase in student achievement as evidenced by NYSED exam data.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The principal will define school goals as articulated in improvement plans to increase a shared</p>	<p>The school community</p>	<p>Sept. 2015 – June 2016</p>	<p>School leaders, team leaders</p>

<p>understanding of what the school should look like and what needs to be done to get there, as well as high expectations for all students, including ELL and SWD students. School improvement teams will meet on a regularly scheduled basis to promote collaborative problem solving and communication using relevant data from various sources to make recommendations for school improvement. Recommendations will be articulated by team leaders to various constituencies as a means of sharing information and feedback. All teams will maintain agendas and notes.</p>			
<p>School teams will engage in the analysis of formative and summative assessment data to identify and make recommendations for changes in the instructional program and support initiatives. Grade level data will be charted and available to staff and teacher teams for analysis and to modify instructional plans, including curriculum maps/unit plans.</p>	<p>The school staff</p>	<p>Sept. 2015 – June 2016</p>	<p>School leaders</p>
<p>School leaders will engage in the alignment of all resources to maximize attainment of school improvement goals. Resources will include budget allocations, staff assignments, calendar of professional development, and District 17 support staff.</p>	<p>The school staff</p>	<p>Sept. 2015 – June 2016</p>	<p>School leaders</p>
<p>The school leaders will participate in professional development to strengthen their skills in modeling of instruction; implementation of ADVANCE; conferencing</p>	<p>School leaders</p>	<p>Sept. 2015 – June 2016</p>	<p>school leaders</p>

effectively with teachers to improve their pedagogy; in depth understanding of the CCLS; and, analysis of student data to inform instructional planning.			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The school leadership will incorporate the support of District 17 instructional support team, BFSC instructional support team, Office of teacher Effectiveness											
When necessary teachers will be encouraged to participate in after school or weekend per session activities that will support the process											
Staff will be scheduled as necessary to attend relevant sessions during the regular school hours											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February, 2016 progress will be monitored by :											
-The number of staff who requested or accepted the opportunities to attend professional development provided by DOE, District 17, CSA, etc. Also, the attendees will be expected to turn-key information from the training to staff and other school leaders.											
-The ADVANCE MOTP teacher tracker report will be analyzed to monitor teachers who are on track for teacher effectiveness or those who will need some form of support in specified areas.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 5E – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>As evidenced by the 2014 ITT review and most recent QR Report, the school and staff have a policy of open and frequent communication with students, parents, and the community. This culture fosters a welcoming, trusting, and respectful environment. As a result, the school community actively participates in supporting students’ academic progress and personal growth. The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</p> <p>For this school year, our primary focus is ensuring that we provide greater support for families whose primary language is not English. This will include ensuring that all notices, messages, letters and other relevant information sent home to the families are translated in other languages especially Spanish, Haitian Creole and Arabic since we now have a growing population of students from these communities. In addition, we are providing families with in-house translation services as provided by members of staff primarily the ESL teachers who are the first point of language support for the families. This is also extended to major school-wide events such as Family Night, PA Meetings, workshops as well as other general school business. Consideration is also being given to investing in a school messenger system which will be used to give families live weekly updates on pertinent school-wide events or activities.</p>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent and community engagement will increase 10% as evidenced by parent attendance at monthly Parent Association meetings and workshops.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school Parent Association and parent coordinator will plan a calendar of professional</p>	<p>Parents</p>	<p>Sept. 2015 – June 2016</p>	<p>P.A. President, parent coordinator, principal, A.P.s, teachers</p>

<p>development and activities for parents on a monthly basis. Workshops will address school related topics and the personal needs of our families (housing, employment, immigration, social services, etc.)</p>			
<p>Parent Handbook for incoming and over the counter registrants to be used as a resource guide to understand school policies and procedures. This will complement the on going distribution of informational packs distributed to parents from the DOE and community agencies. Provide general notices to parents in English, Haitian Creole, and Spanish.</p>	<p>Parents</p>	<p>Sept. 2015 – June 2016</p>	<p>School leaders and support staff</p>
<p>Student recognition ceremonies held at parent association meetings, as well as during the school day. Celebration of students in areas of academics, attendance, and community service. Provide a mechanisms for parents to be able to view weekly homework and special assignments for each class, i.e. student notebook, website</p>	<p>The school community</p>	<p>October 2015 – June 2016</p>	<p>School leaders, P.A., parent coordinator</p>
<p>Planning and implementation of school wide events for parents, including but not limited to the Annual Family Day, Book Fair for parents, meet the teacher nights, student progress reports in addition to report cards, volunteer training through Learning Leaders, and conferences.</p>	<p>The school community</p>	<p>October 2015 – June 2016</p>	<p>School leaders, P.A., parent coordinator</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The P/F and title 1 parent engagement funds will be used to ensure the provision of these services. Also, the PA will be encouraged to organize ongoing fund-raising events to supplement some of the related cost associated with the implementation of some family engagement activities.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February, 2016, the progress will be monitored by reviewing copies of planning calendars and agendas/sign in sheets from sessions/events to check the level of family attendance to these events. Also, feedback from distributed parent survey will be reviewed for looking at next steps for improvement as identified by the families. At each event, the Parent Handbook will be re-distributed as a form of resource for families.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All students, including ELL and SWD subgroups, who are performing below grade level as evidenced by data derived from formative and summative assessments.	The extended time program provides additional support to all students, grades K – 5, including ELL and SWD cohorts, who have been identified as performing below grade level. Students will receive four hours of additional weekly support in literacy and mathematics. We use, for grades 1-2 , the “Focus” reading intervention series, and “Write”. Grades 3-5 ue the “Ready” N.Y. CCLS aligned reading series. Both programs provide CCLS aligned intervention and enrichment instruction. ELL students are taught by state certified ELL teachers. During scheduled blocks of the day program, teachers of grades K-1 implement the “Foundations” phonics based program.	Extended time: Wednesdays and Thursdays, from 2:40 – 4:40 p.m., class size will average 10-15 students per group on the 1 <sup>st</sup> – 2 <sup>nd</sup> grades, and 15-20 on grades 3-5.	Wednesdays and Thursdays, 2:40 – 4:40 p.m.
<b>Mathematics</b>	All students, including ELL and SWD subgroups, who are performing below grade level as evidenced by data derived from formative and	All students receive 90 minutes of dedicated math instruction, five days per week, using the GoMath program. This program incorporates whole class, small group, and intervention/enrichment	During the daily math block, teachers use whole class, guided practice, independent practice, small group, and conferencing to	Day School – all grades programmed for a daily 90 block of instruction in mathematics. After school is scheduled for Weds. And Thurs., 2:40 – 4:40 pm

	summative assessments.	support for ELL and SWD students. The after-school program uses the Ready math intervention/test prep program and is in alignment with the CCLS.	support all students. During the extended time after-school program, students are grouped according to ability levels.	
<b>Science</b>	Grade 4 students performing at levels 1 and 2 on the 2014-2015 ELA state exam and a level 2 or lower on baseline and benchmark assessments in the content area.	We use the inquiry based FOSS program on all grade levels. We have infused content based literature and writing in the 90 minute literacy block . Pending funding, we will commence the science after-school program for fourth grade students in Feb. 2016 – May 2016. The instructional approach is inquiry based with hands on experimentation and writing in response to literature. Instruction will also focus on developing content level vocabulary and increasing comprehension skills.	Instruction is delivered using whole class, small group, and individualized models.	Students are programmed for science 3xs per week with their classroom teacher. The infusion of content based literature during the literacy block occurs weekly. The after-school science program will offer an additional 2 hours of direct instruction.
<b>Social Studies</b>	Students achieving below level 3 on benchmark assessments.	The school will implement the new NYC Scope and Sequence model. Using our Ready Gen series, we are able to infuse social studies content through the use of non-fiction and fiction literature, to provide additional support in the areas of writing in response to informational text and comprehension of documents and historical information. Teachers use unit assessment data to inform their instructional planning for whole class and small groups. Students	Whole class and small group models.	2 -3 xs per week with the classroom teacher.

		engage in small group and independent projects.		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students receiving AIS services are identified in October and November, with periodic review of late over the counter registrants. The guidance staff and SBST work closely to identify students in need of academic and social support. At risk needs would include attendance issues, behavioral problems, hold over status, and failure to show academic progress on formative and summative assessments. Teachers submit referrals to the LRE/PPT/SIT team for review and recommendations of support. Parents in consultation with guidance staff and school leaders may also submit requests for additional support services.	IEP mandated; crisis intervention; one to one; small group; family	One to one; small group; family	As scheduled by the counselor during the day program  After-school sessions are by appointment scheduled by the counselor and family.

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>-Recommendations from DOE teacher recruitment initiatives.</li> <li>-Attendance at District /DOE teacher fairs to screen effective candidates</li> <li>-Using highly qualified mentors for first/second year teachers</li> <li>-Ensuring in class support through modeling and conferencing with new teacher. This will also be supported by inter-visitations and conducting non-threatening peer feedback-Identifying suitable professional development for members of staff-Making provisions with effective scheduling for teachers to observe partner teachers</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>-School based inter-visitations and observations of effective instruction by peer teachers.</li> <li>-Teachers engage in professional development facilitated on and off site by school leaders, teacher leads, District instructional specialist, Teacher Effectiveness Office, and BFSC Staff</li> <li>-Each grade will have 5 common planning periods per week to facilitate collaborative instructional planning, engage in professional development, and participate in grade level and teacher team meetings.</li> <li>-Select teachers will participate in visitations to District high performance schools to observe instructional programs and highly effective teachers. Learned strategies and practices will be turn keyed to staff.</li> <li>-Regularly scheduled professional development, as identified by the school professional development team, will be implemented on Mondays, 2:40 pm – 4:00 pm.</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
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**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).
All pre-K teachers and paras participate in the Monday professional development sessions and are assigned to Teacher Teams. Teachers work closely with kindergarten teachers to ensure scaffolding of instruction and sharing of records at the end of the school year. Pre-K students attend Kindergarten events and parents of pre-K students have the opportunity to meet K teachers in late spring to discuss the course of study and preparation of their children over the summer for entry into kindergarten.

**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.
We have a School Professional Development Team (members identified by UFT and school leader) that is responsible for conducting a needs assessment, developing a calendar of activities, and implementing benchmark and summative analysis of the overall effectiveness of the program in June. The MOSL team is responsible for the selection of multiple assessment measures of student progress. This is augmented by the selection of formative and summative materials by the teachers in collaboration with the respective grade-supervised assistant principal.

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

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	\$ 381,120.00	x	12,17,21,23
Title I School Improvement 1003(a)	Federal	\$ 16,979.00	x	11, 12, 17, 18,19
Title I Priority and Focus School Improvement Funds	Federal	\$ 96,955.00	x	14,17,21,23
Title II, Part A	Federal	\$ 217,577.00	x	12,17,21,23
Title III, Part A	Federal	\$ 11,200.00	x	12,17,23
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$ 2,455,471.00	x	12,17,21,23

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**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. **Public School 92-Adrian Hegeman Elementary 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. **Public School 92-Adrian Hegeman Elementary 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, 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**Public School 92-Adrian Hegeman Elementary School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) 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 will 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.

**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: <u>Adrian Hegeman</u>	DBN: <u>17K092</u>
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: <u>28</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ For the 2014-2015 school year, we will offer after-school instruction for entitled ELL students in grades three through five. The target populations for the after-school program will be the ELL students who scored levels one and two on the city/state exams and students scoring at the beginning/intermediate levels of the NYSESLAT. We will also target students scoring at advance levels for two or more consecutive years of the NYSESLAT. There will be a total of thirty students. These students will receive intensified English language acquisition instruction by two NYS certified ESL teachers with many years of experience in the field. One ESL teacher will be working with 15 students from grades three and four. The other ESL teacher will be working with 15 students from fifth grade. This program will develop and enhance literacy and math skills and provide supplemental instruction that will further develop proficiency in English. In order to support the entitled ELL students, after-school classes will be scheduled for Wednesdays and Thursdays, from 2:40 p.m. - 4:40 p.m. The after-school program will commence on December 17th and continue until May 28, 2015, for a total of 40 sessions. Each after-school session will offer one hour of literacy and one hour of enrichment in math. In both programs, class size is limited to fifteen students per class. Using information derived from benchmark assessments, teacher observations, and other exams, the students are grouped according to ability levels and work directly with the teacher in small groups or one to one. Elements of the balanced literacy model are implemented to include independent reading and writing activities, as well as guided group and whole class instruction. We will use the Common Core Learning Standards based READY Writing and Reading programs.

These materials are based on research designed to meet the needs of Limited English Proficiency (LEP) and struggling students, and include the essential elements of the five reading components as defined by the NCLB Act. Based on the results of testing and research, there is considerable evidence of improvement in the students' writing skills using this program. Step by step instruction deconstructs the complex CCLS into discrete segments that build over the course of each lesson and guides students through every step of the writing and research process. The reading program provides increased exposure to non fiction literature and incorporates effective intervention strategies for struggling readers.

### 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: \_\_\_\_\_ Two ESL teachers will engage in Fordham University, PSO, citywide, and school based professional development. All professional development focuses on implementation of ESL methodology in reading, math, and the content areas of science and social studies. All providers of professional development are state-certified teachers and/or ELL/ESL instructional specialists. In addition, the ESL teachers will attend a series of workshops on a variety of topics that include differentiated instruction, analyzing data using the AMAO tool, vocabulary development, common core standards, assessments, and Response to Intervention (RTI). Teachers who attend these workshops

### Part C: Professional Development

turnkey the information they receive to other staff during teacher team meetings and grade conferences, sharing with them the latest strategies and techniques used to increase the retention, skills, and test scores of the students in the Title III program. Additional support to the regular classroom teacher will be provided by Fordham, PSO consultants. They will offer small group support in ESL strategies.

Date	Duration	Topic	Teachers	Provider
9/29/14	1 hour	Six Traits of Writing I	Ms. Sterling/ Mr. Savitt	Ms. Toran
10/6/14	1 hour	Six Traits of Writing II	Ms. Sterling/ Mr. Savitt	Ms. Toran
10/20/14	1 hour	RTI	Ms. Sterling	Ms. Rahmaan

### 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: \_\_\_\_\_ Some of the Title III funds will be used to provide programs for the parents of our ELL students. An orientation facilitated by the ESL teachers introduces them to the Title III after-school ESL program. The orientation is held in the evening and lasts approximately two hours. It includes an oral presentation and interactive activities. The school provides interpreters for parents who speak other languages. The orientation is also used to recruit parents to participate in after-school programs and to talk about community resources that are available to parents of ELLs through CAMBA, a community based organization that provides a variety of adult classes. In addition, ESL teachers along with other school staff will be hosting a variety of workshops that will allow parents to get involved in their children's education. Part of the workshops that will be offered, will be two classes of intensified ESL for our limited English speaking parents. Each class will offer English survival skills. As a result of these classes, parents will be better equipped with the necessary tools to assist their children with homework assignments, communicate with teachers, function in society, and express their needs. Please refer to the table below for the dates and subjects of these classes. On the last day of the adult classes, the program's educational materials will be distributed to the parents so that they can refer to them as needed at home. Moreover, there will be a multicultural culminating activity in which parents will have an opportunity to socialize with each other and the teachers. Culturally appropriate refreshments will be provided at this activity. ESL teachers stay in contact with parents throughout the school year. All major notifications that are sent to parents will be sent home in English and in the parents' native language. Workshops are offered to parents in the content areas of reading and math throughout the school year. They are taught strategies that will help them to better assist their children with homework and preparation for standardized tests. Parents are encouraged to participate in the after-school program as a means of working directly with their children and to acquire skills and strategies that can be effectively implemented in the home environment.

Date	Topic	Hours	Provider
9/17/14	Welcome Back to School	9:00 - 10:30 AM	Ms. Mcleod - Parent Coordinator
10/15/14	School Environment	9:00 - 10:30 AM	Ms. Mcleod
10/27/14	Building Vocabulary Skills	5:30 -7:30 PM	Ms. Rahmaan - Principal
11/17/14	CCLS in Literacy	5:30 -7:30 PM	Ms. Rahmaan - Principal
12/16/14	After-School Orientation	2:40 - 4:00 PM	Ms. Sterling/Ms. Campbell James
12/17/14	Raising A Scholar	9:00 - 10:30 AM	Professor Lindsay - Medgar Evers

**Part D: Parental Engagement Activities**

1/7/15	Reading and Math Strategies	9:00 - 10:30 AM	Ms. Mcleod
1/7/15	What to Know about Taxes	5:30 - 7:00 PM	Ms. Mcleod
2/10/15	Test Strategies to Help ELLs	4:00 - 6:00 PM	Ms. Sterling
2/11/15	Bullying In/Out of School	9:00 - 10:30 AM	Ms. Dewgard - Guidance
3/11/15	Common Core Review	9:00 - 10:30 AM	Ms. Toran - AP
3/17/15	English Survival Skills Part 1	4:00 - 6:00 PM	Ms. Sterling
3/24/15	English Survival Skills Part 2	4:00 - 6:00 PM	Ms. Sterling
4/8/15	Health Insurance	9:00 - 10:30 AM	Ms. A.Thena, Health Plus
6/10/15	Family Summer Success	9:00 - 10:30 AM	Ms. Mcleod

**Part E: Budget**

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

Allocation Amount: \$11200

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>092</b>
School Name <b>Adrian Hegeman Elementary</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Dr. John Samerson</b>	Assistant Principal <b>Mrs. Monique Toran-Martinez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ms. Sterling/Mr.Savitt</b>	School Counselor <b>Ms. Carla Dewgard</b>
Teacher/Subject Area <b>Ms. Annmarie Green/4th Grade</b>	Parent <b>Lakeisha Moffatt</b>
Teacher/Subject Area <b>Ms. Beverly Thenor/5th Grade</b>	Parent Coordinator <b>Ms. Dawn McLeod</b>
Related-Service Provider <b>Ms. Elisheva Gantz</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Mr.Clarence Ellis</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>434</b>	Total number of ELLs	<b>71</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	71	<b>Newcomers</b> (ELLs receiving service 0-3 years)	62	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	9	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>TBE</b>										0	0
<b>DL</b>										0	0
<b>ENL</b>	62		5	9		2				0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	4	2	4	6	7	5								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3	7	1	4	3	1								0
Haitian	1	5	8	3	3	2								0
French					1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	5	2	3	5	1	1								0
<b>Emerging</b> (Low Intermediate)	6	3	3	1	1	1								0
<b>Transitioning</b> (High Intermediate)	1	5	2	1	2	2								0
<b>Expanding</b> (Advanced)	2	5	5	8	4	8								0
<b>Commanding</b> (Proficient)	2		1		3									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	3	1	2	4	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	2			0
4	5	4			0
5	12				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	8	3	3						0
4	7	1	1		1				0
5	10		2						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	5		1		4				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school uses the Fountas and Pinnell assessment tool, Baseline Assessments in ReadyGen, as well the unit and chapter Performance Based Assessments in ReadyGen to assess our students. In addition, teacher created assessments are administered throughout the school year in all content area subjects. All of these assessments give us insight into which areas of literacy (comprehension, listening, writing, etc...) are problematic for the ELLs. Once we receive the results of these assessment tools, we develop our lesson plans to provide individualized interventions to each student.  
  
 ELL students also take the NYC Periodic Assessments several times throughout the school year to give teachers additional information about what students have learned. Teachers use these assessments to identify areas in which students need assistance and to plan targeted instruction that will meet the need of every student.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The majority of our ELLs fall into the transitioning and expanding levels of ENL proficiency. Of those who fell into the entering and emerging levels on the NYSITELL, most are new to our school or the country and have not had the benefit of our ENL instruction. The data also reveals that students in Kindergarten through fifth grade tend to score higher on the listening and speaking portion of the NYSESLAT and lower on the reading and writing sections. Although the majority of our ELLs scored in the Expanding levels on the NYSESLAT, they are still lacking the reading comprehension skills needed to achieve the commanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 This year, ENL teachers are concentrating their lessons more on the reading and writing based on the NYSESLAT results. The results yield these two areas (i.e. reading & writing) as critical areas of need. We use the AMAO tool to determine if students are showing progress from year to year, achieving proficiency in English, and whether or not we are meeting our AYP. This year the AMAO tool to determine progress is not available, so we analyzed the NYSESLAT scores without the AMAO tool. We noticed that the majority of our students made progress on the NYSESLAT, and therefore, we have achieved our AMAO 1(making progress). Students that have 3 or more warning indicators and are in our tier 2 and tier 3 groups, will receive after-school and Saturday Academy instruction as an

intervention tool. NYSESLAT data is also shared with classroom teachers during our weekly teacher team meetings, at which time teachers suggest strategies and ideas for using the most effective practices with ELL students. We have created goals and focus areas for the at-risk ELLs, and we will follow up with these students' teachers and their parents to make sure progress is being made towards the goals that we have established for each student.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
    - a. The majority of our ELLs fall into the transitioning and expanding levels of ENL proficiency. Of those who fell into the entering and emerging levels, most are new to our school or the country and have not had the benefit of our ENL instruction. The data also reveals that students in Kindergarten through fifth grade tend to score higher on the listening and speaking portion of the NYSESLAT and lower on the reading and writing sections. Most of our ELLs take the content standardized tests in English. We do not test students for ELA in any language other than English, thus we can not make a comparison in this area. We generally have 2 -3 students each year that take the standardized state math and science tests in their native language. When interviewed after assessments by the ENL teachers, the students who took the tests in their native language said that they felt more comfortable and competent in their first language.
    - b. ENL teachers analyze the results of the NYSESLAT Periodic Assessments to set educational goals and to drive instruction. We also use the information to group students who have similar areas of weakness so that we can streamline our instructional goals and methods and provide differentiated intervention where it is most needed. We prepare a document yearly which informs each grade of the instructional levels of their students. Based on this information, the ENL teachers have created a document which details instructional activities, strategies, and resources that the teachers can use in working with the ELL students in their individual classes.
    - c. The Periodic Assessments give us a clear picture of what the students' strengths and weaknesses are. In reviewing the data, we note that the ELLs tend to have the most difficulty with writing, vocabulary, and spelling. They also have significant difficulty in reading comprehension. We have seen that most ELLs are able to articulate and understand in English, but when writing or using written information, these same students have difficulty. Students are not taught in their native language, however, new students are given math and science assessments in their native languages if such tests are available. Giving students assessments in their native language helps us determine the actual knowledge accumulated by the student thus far, independent of any disadvantages caused by language barriers. We do have bilingual dictionaries and some multicultural books in the most common native languages found in our school: Spanish and Creole.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] This year, we will continue to use ReadyGen and GoMath. Both programs have ELL components built into their instruction that can be implemented either in whole class instruction or in small group instruction. Throughout the lesson, the teacher assesses student progress and understanding of the lesson with targeted questions. Depending on how the students respond to these questions, they are placed in groups: Enrich, Tier 2, or Tier 3 instructional groups. Students in the Enrich group have shown mastery of the content or task for the day. According to these programs, students in Tier 2 need moderate support, and students in Tier 3 need one-to-one or 2:1 instruction. ELL students are classified into groups according to how well they master the different tasks assigned to them.
6. How do you make sure that a student's new language development is considered in instructional decisions?

To make sure sure that a child's second language development is considered in instructional decisions, classroom teachers work cooperatively with the ENL teachers in order to develop ENL strategies that help ELL students reach their instructional goals. When we develop our lesson plans, we always include the vocabulary used in the ELL students daily instruction. We allot time during the lesson to review these words and use them in sentences so that ELLs are familiar with them as they pertain to the content being taught. In addition, we have set a goal for our ELLs to master at least 5 new words a week. Teachers keep in mind the students' cultural backgrounds by providing books and picture dictionaries in their native languages. Finally, for the weaker students, we use many pictures and manipulatives to demonstrate concepts in math and language. Teachers develop formative assessments and create benchmarks for which to measure progress.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Due to parental choices, we do not have enough students to open a dual language class.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We analyze the NYSESLAT scores from year to year and chart the results. We also use the AMAO tool which shows whether students made progress and if we met our AYP. The students also take the periodic assessments throughout the year and we chart these results as well to evaluate the success and impact of our program.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

P.S. 92 is a Pre-K to fifth grade school that serves a population of approximately 492 students. Of this number, 78 students are designated ELLs. Our ELLs are identified through several steps per DOE procedure. We adhere to all regulations in identifying, assessing, and placing all of our ELLs into appropriate programs. At the time of registration, the parents of newly registered students are given the Home Language Survey, which is available in the primary languages in our community, ie. Spanish, Haitian Creole, and Arabic. The two certified ENL teachers, who both have a minimum of a Masters degree, conduct an informal interview and administer the HLIS. Both the student and the parent are interviewed in English and, if needed, in their native language. We then review the responses of the Home Language Surveys. Based on these responses, if eligible, the new students are then assessed using the NYSITELL within the first ten schools days, which is also administered by the certified ENL teachers. All eligible Spanish-speaking students are given the Spanish LAB. The students are only assessed one time with the NYSITELL and Spanish LAB test because it is used only for initial placement. However, the students are assessed throughout the year with other assessments such as the NYC Periodic Assessments, state exams, F & P, ReadyGen and GoMath performance tasks and the NYSESLAT. The NYSESLAT determines their proficiency level in English. This test is given to students every year by the ENL teachers in the building until they test out of the program.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Upon enrollment, ENL teachers administer the oral interview questionnaire. For those students who have a home language other than English and may have a gap of 2 or more years or inconsistent education, the ENL teachers administer the Literacy Evaluation for Newcomer SIFE (LENS). The school has 30 days from initial enrollment to make an initial determination. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student has an IEP and the Home language is other than English The Language Proficiency Team (LPT) is formed and reviews the student’s IEP as well as the student’s portfolio. If the LPT determines that the student is an ELL, then the student is tested with the NYSITELL. If the team determines that the student is not eligible to take the NYSITELL, the principal reviews the information. If the principal also determines that the student is not eligible, this information is sent to the superintendent for review. The superintendent or designee has 10 school days to accept or reject the LPT’s recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL and to notify the parent or guardian. The parent or guardian is notified in his/her preferred language. The form titled Language Proficiency team NYSITELL Determination Form must be completed and placed in the student’s cumulative folder.

Language Proficiency Team

Staff Member	Title
Dr. Samerson	Principal
Ms. Dewgard	Guidance Counselor
Ms Sterling / Mr. Savitt	ENL Teachers
Ms. Richards	Special Education
Ms. Gantz	School Psychologist

Student’s Parent/Guardian

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the identification process is completed and students were administered the NYSITELL, based on the results, entitlement and non-entitlement letters are sent home to the parents within the first five days of after the NYSITELL is scanned and scored. Letters are sent home in English and the preferred language of the parent.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

At our first parent orientation meeting in September, ELL teachers (Ms. Sterling/Mr. Savitt) inform parents that they have a right to appeal the decision of their child’s ELL status if they feel that their child was misidentified. The parents must notify the school in writing

and complete the process within 45 days of enrollment. All letters and records are filed and a copy is placed in the child's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once the students are identified and eligible to receive services, the parents are invited to an orientation within the first ten days after registration, generally done before the end of September. At this time, they are informed of the three program choices available to their children. At the orientation, all relevant information is provided in the parents' native languages through the use of interpreters. Most of these interpreters are qualified staff members from our school who speak a variety of languages. All written information is also provided in the parents' native language. Parents receive a brochure explaining the transitional bilingual, dual language, and Freestanding ENL programs. They also watch a video, which is presented in both English and the parents' native language, that describes each program. When parents are unable to attend the orientation meetings, the ENL teachers set up a private meeting to discuss the options and to help them select a program for their child. Parents are informed that if they do not complete and return the program choice survey, their child will be placed in a bilingual program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At our parent orientation meeting, within the first 10 days of school, the majority of our parents complete and return the parent survey and selection forms. The ENL teachers collect all the forms and keeps a copy in the students cumulative records and another copy is kept in the ENL teacher's binder. Phone calls are placed to parents that are unable to attend the orientation, in order to set up a one-on-one conference.

If a parent chooses the stand alone ENL program, the student is placed in that program. If the parent chooses a TBE or the dual language program, we offer parents a list of schools in the district that offer those programs. We also notify the parents that do not return the forms that their child will be placed in a bilingual program. While the school awaits the transfer to a bilingual or dual language program the child is temporarily place in an ENL program until the transfer is completed.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. For the few parents that were unable to attend the parent orientation meeting. Phone calls and/or letters are sent home in the preferred languages inviting them to come in for one on one meeting to view the video and complete the Parent Survey. At this time the ENL teachers inform them about the three program choices. The parents fill out the survey and a copy is placed in the students' cumulative records and a copy is placed in a binder. Every effort is made to ensure that parents complete the survey, but if the parent does not return the survey, by default the child is placed in a bilingual program. Since we do not have enough students to open a bilingual class, the child receives the mandated ENL services based on the proficiency level.

9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters are distributed in English and the parents preferred language. The letters are sent home with the child and copies of all documents are retained and filed in the students' cumulative record.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Formal records including the entitlement, non-entitlement letter, continue entitlement letter, and Home Language Identification Survey indicating parents' preference of ELL program for their child, are retained in the students' cumulative record. An additional copy is maintained in the ENL teacher's (Mr. Savitt/Ms. Sterling) binder accessible for State and City reviews.

11. 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.

In the spring, the ENL teachers pull up the RLER report on ATS. This report lists all students eligible to take the NYSESLAT. All eligible ELLs are then given the NYSESLAT in order to assess all four modalities of listening, speaking, reading and writing. Students are tested in grade level groups except for the speaking component, for which they are tested individually by a teacher who does not work with or teach those students. All components of the tests are administered according to the official testing guidelines. In addition to the certified ENL teachers, other classroom teachers and/or administrators provide assistance administering the NYSESLAT after they are trained. These teachers/administrators also grade the writing portion of the NYSESLAT by following the procedures, guidelines and rubrics.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitlement letters are sent home with the child in English and the parents preferred language, after NYSISTELL is scanned and test results indicate the child is limited English proficient. Copies of all documents are retained and filed in the students' cumulative record and binders.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After parents are made aware of all programs and they have selected their program choice, the forms are then reviewed to ensure that we provide the students with the chosen programs. Due to the overwhelming parental preference for the ENL program (98%), in the past few years, and the low number of students in each grade who speak a language other than English, P.S. 92 offers a free-standing ENL program. We currently do not offer either a bilingual or dual language program. For those students that have been in the ENL program in previous years and continue to be eligible, a continued entitlement letter is sent home to the parents informing them that their child will continue to receive services. All letters are sent home in English and in the parents' preferred language. A copy of all letters, parent surveys and HLIS forms are kept in the ENL binder and the students' cumulative records.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

During the integrated co-teaching model, The ENL teachers work in the mainstream classroom in collaboration with content area teachers to develop collaborative partnerships and support inclusive practices to accommodate the needs of diverse English language learners. Students are grouped in a heterogenous or mixed proficiency group where the higher performing students can help the lower performing students.

ELLs that are pulled in a stand-alone class are students that are at the entering and emerging levels. ENL is taught through the use of specific ENL instructional strategies emphasizing English language acquisition.
  - b. TBE program. *If applicable.*

Paste response to questions here: N/A
  - c. DL program. *If applicable.*

Paste response to questions here: N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

At our school, the organizational models used are integrated and stand-alone ENL. For the stand-alone model, the students that score at an entering and emerging levels are pulled from their classrooms and receive one unit of study (180 minutes) of ENL instruction. These students also receive one unit of study in an integrated classroom where Mr. Savitt or Ms. Sterling coteaches with the classroom teacher. They recive a total of 360 minutes of ENL instruction per week. The ENL teachers work in the mainstream classroom in collaberation with content area teachers to develop collaberative partnerships and support inclusive practices to accommodate the needs of our diverse ELLs. The ENL teachers attend weekly common prep planning sessions in order to insure that all teachers are working towards achieving the same goals.

Students that score at a transitioning and expanding level receive one unit of study of ENL instruction in an integrated classroom where our ENL teachers coteach with the classroom teachers.

Students that score at a commanding level receive a half unit of study per week of integrated ENL in ELA/content area.
3. Describe how core content is delivered in each program model. 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.

All ENL classes are taught in English. A variety of ENL strategies are applied to content area lessons to enable ELLs to understand the lessons taught. Some of these strategies include, but are not limited to the following:

  - Differentiated Instruction
  - Modeling
  - Realia
  - TPR (Total Physical Response)
  - Scaffolding

-Cooperative Learning Activities

-Multimodality learning experiences (offering visual, tactile, and kinesthetic activities to allow for multiply opportunities for conceptualization)

-Use of technology

-Offering real life experiences that connect to the curriculum (trips, guest speakers, and performances).

Our instruction for all of our ELLs is aligned with the CCLS. MyOn is a technology reading program. The initial assessment determines the students lexile level. Students have an option of choosing from a variety of genres on their lexile levels. After each book there is a short assessment for comprehension. ELLs benefit from this program because there are options to search for the meaning of unfamiliar words, they can highlight new words, read the story in Spanish, and low level readers can listen to the story read to them. The programs GoMath and ReadyGen are aligned with the CCLS and are being used with an ELL component.

We support native language instruction through the use of bilingual dictionaries and multicultural books that are in the students native languages and in English.

In the stand alone model, we provide instruction to develop the English language needed for academic success. Students are supported and guided to become college and career ready. ENL is taught through the use of specific ENL instructional strategies emphasizing English language acquisition.

During the integrated co-teaching model, the ENL teachers work in the mainstream classroom in collaboration with content area teachers to develop collaborative partnerships and support inclusive practices to accommodate the needs of diverse English language learners.

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

At the beginning of the school year, all eligible Spanish-speaking students are administered the Spanish LAB in order to determine their native language proficiency. Moreover, students who are in an English language school for less than two years and are fluent in their native language, are offered content area state and citywide exams in their native language, if available.

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

ELL students are assessed several times throughout the year using formative in-class assessments. We also use summative assessments such as the MOSL, an assessment done twice a year to assess reading and writing skills; chapter and unit tests for ReadyGen and GoMath which assess comprehension in reading and math based on the CCLS, and the Periodic Assessments to assess reading, writing, and math skills. Fountas and Pinnell Running Records is used to assess listening and comprehension skills. Finally, we use teacher-made assessments to evaluate students in all four modalities. Also twice a year, the ELLs are assessed using the NYSESLAT Periodic Assessment.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a- When we service our SIFE students, we make use of a broad range of instructional practices. In order to implement a program that simultaneously teaches these students social and academic English skills, ENL instruction focuses on both English for basic communication, English literacy skills, as well as the introduction of grade-appropriate content and concepts, using specific vocabulary that is necessary to access this curriculum. A variety of ENL strategies are used such as modeling, repetition, graphic organizers, buddy system (pairing an ELL student with a student with stronger command of English), and technology to increase their level of proficiency in reading, writing, listening, and speaking.

b-For those students who are in the US school system for less than three years and are required to take the ELA exam, differentiated instructional strategies are used to strengthen the skill areas in speaking, listening, reading, and writing. The strategies used to teach students vary depending on English proficiency levels, grade level, and performances on both formal and informal assessments. The ENL teacher consults and collaborates with the classroom teacher in order to make content area lessons more accessible to the students through visual and tactile cues and activities. These students are also receiving services through Title III After School and Saturday Academy programs.

c-ELL students who have been receiving services 4 to 6 years continue to receive their mandated ENL and ELA instruction. The ENL teacher reviews test data and speaks with classroom teachers to determine the specific areas of difficulty for each student and formulate a plan. In addition, these students are also encouraged to attend the Title III After School and Saturday Academy programs, where they receive more focused skill instruction and small group instruction. Based on assessment results, this year, our focus is on developing writing skills and broadening vocabulary, particularly in the core content areas.

d-In order to support our long term ELLs, the ENL teacher consults and collaborates with the classroom teacher in order to create a climate in which the ELLs can thrive using ENL strategies. The ENL teacher also pushes-in to these classrooms and provides support to these students through differentiated instruction. Students are encouraged to attend our Extended Day Program and the Title III After-School and Saturday Academy programs. At present, we only have 1 long-term ELL. We are

working with her individually to target the remaining weaknesses that she has in order to help her test out of the program. e-Once our students achieve proficiency on the NYSESLAT and test out of the ENL program, they continue to receive transitional support through the ENL program. The ENL staff continue to monitor and provide 90 minutes integrated ef ENL mandated services as per CR Part 154 to former ELLs for two years, offering them support as needed. Students are invited to attend the After-School and Saturday Academy programs that are provided by the ENL teachers through Title III. During testing , they still receive additional time and are tested in a separate location like all other ELLs in the school.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

We have not had any students in this category.

8. 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?

We use the same resources provided in the students' classes as all of these programs have ELL components for suggested instruction: ReadyGen, GoMath, Foss, and Houghton Mifflin for social studies. We supplement our instruction with the book Understanding Complex Reading and Understanding Complex Math to prepare students for state testing. Finally, the ENL teachers use MyOn, a computer based reading program, Ready NYCCLS in math and literacy, Finish Line for literacy, and Ten Marks (a computer based program) as part of the afterschool and Saturday Academy programs. All ELLs have access to bilingual books and dictionaries. These resources accelerate student learning by providing ELL students with multiple entry points in to the skill or strategy. Additionally, these resources provide ELL students with the small group support they need to successfully navigate the instruction. Finally, our teachers use Smartboard technology to create lessons which use the pictorial and tactile representations necessary for ELL students to make vocabulary connections to real life situations.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ENL teachers use both stand alone and integrated co-teaching to assist students in their instructional needs depending on their NYSESLAT proficiency level. Whether the stand alone or integrated co-teaching model is used, students are taken in small groups to target instruction per each student individual needs using the 90, 180, or 360 minutes model. Students requiring 360 minutes, generally new comers, are pulled out by the ENL teachers with 180 minutes stand alone instruction and 180 integrated instruction, whereas students requiring 90 and 180 minutes geneally remain in their class and the ENL teachers push-in, co-teaching with the classroom teacher to support these students' instructional needs. In addition, ELLs/SWDs are given support services by the SETTS teacher, who communicate with the ENL and classroom teachers throughout the day about the progress of ELLs -SWDs.

During teacher team meetings, teachers discuss the students' IEP, appropriate strategies, grouping and scheduling that would best benefit these students. We also use data to assess our instruction and make decisions based on student's performance to determine the best instructional needs for our ELLs-SWDs. Accomodations for students with disabilities are provided to eligible students and documented on student's IEP or 504 plans. The School Based Support team analyzes the IEP and determines whether a student is placed in an ICT class or not.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

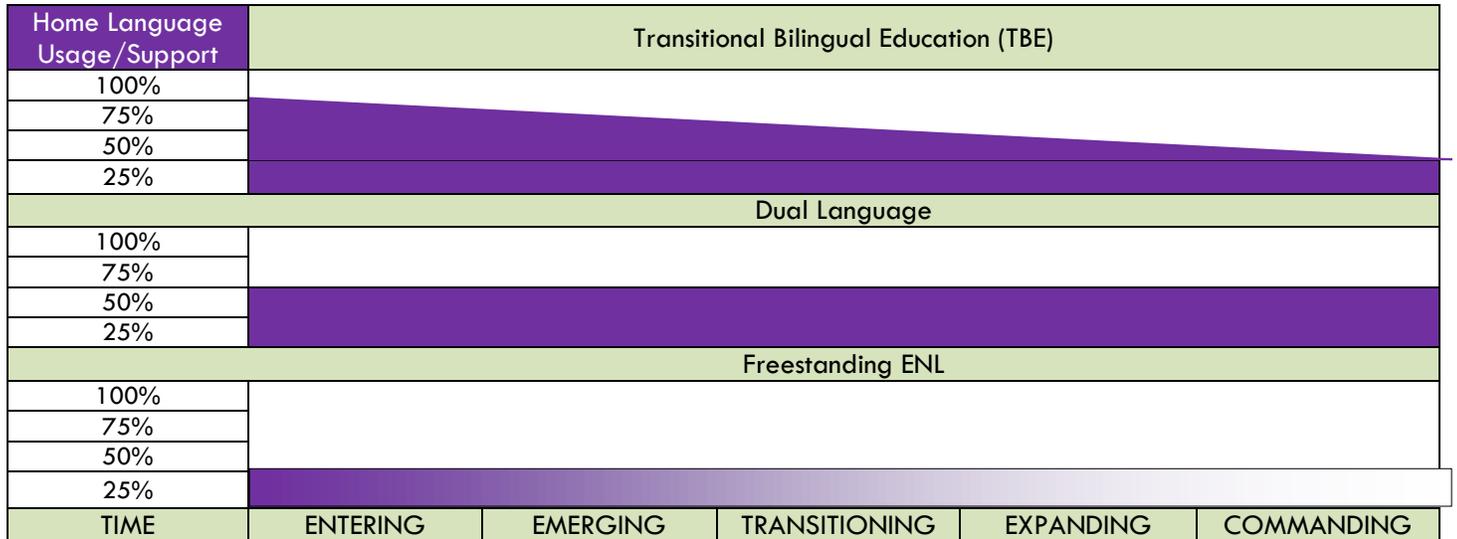


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
The targeted intervention programs for ELLs in ELA, math, and other content areas consists of:
1. Stand Alone instruction for new comers and entering students. The services offered in this program is intense work in reading, writing, and vocabulary using text/picture support for the Entering and Emerging students.
  2. Integrated co-teaching for students needing 90 and 180 minutes instruction. ICT offers students the benefit of two teachers who can work in small group instruction to focus on the students' instructional needs
  3. Saturday Academy a service designed to push the thinking of our Expanding ELL students.
  4. Afterschool Academic Intervention designed to give additional support, outside of the daily ELL instruction, to the Emerging and Transitioning students.
- All of the programs offered above are offered in English only.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The above programs are offered in English only. We do not have any data on these programs in other languages. The ENL teachers hold professional development workshops on ELL strategies to make teachers aware of strategies that will improve instruction. Additionally, they have created a pamphlet of ELL strategies and websites, which was distributed at the beginning of the year, as an alternative support.
12. What new programs or improvements will be considered for the upcoming school year?  
This year the school will be utilizing the MYOn program, a computerized program which adjust instruction according to students instructional needs, for all students to aid in reading comprehension and writing.
13. What programs/services for ELLs will be discontinued and why?  
The school used the Spotlight on English program at our school, however, this program is now outdated. We will use portions of it as a supplemental material in instruction. We are more focused on using programs that align with the CCLS.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
We do not exclude any student from any program or service offered. Currently, we have CAMBA, Afterschool, Saturday School, and a number of clubs: dance, drama, recycling, and chorus. ELL students are encouraged to try out for these clubs as well as participate in any program offering academic intervention and enrichment.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
This year we will be introducing the MYOn program, listed above. In addition to this, we will use the Ten Marks program and Starfalls to supplement instruction and provide hands on learning on various content in math, literacy, and writing. This year, we have tried to expand our classroom libraries to include books, dictionaries, and writing activities in Arabic, French, and Spanish. These books are tools ELL students use to enhance and supplement their understanding of literacy and math concepts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
N/A
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We ensure that students are regularly evaluated to provide the services they need. The ENL teachers are part of SBST team to ensure students are getting required services and to have services provided that may be needed in the future. All materials, peer pairing, and lessons correspond to the age, grade, and social level of the ELL student.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
In the past we did not have a specific program for our newly enrolled ELL students and their parents prior to the advent of the school year, however, this year we are considering inviting newly enrolled students and their parents to the annual family event, which we conduct at the end of each school year and at which there is food, games and entertainment. At this event, the new parents will get to meet other parents and staff members in an informal setting, where they can talk about the variety of resources offered at this school. At this event parents will have an opportunity to interact with other parents during the workshops specifically geared to the needs of parents.
19. What language electives are offered to ELLs?  
N/A
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ENL teachers attend monthly meetings and workshops set-up by the city and the district to learn any new initiatives and criteria for ELL students. In order to meet the needs of our ELL population, it is imperative that our two state certified ESL teachers along with the classroom teachers receive ongoing professional development and attend off-site conferences sponsored by other agencies. Classroom teachers observe the ENL teachers as they implement different strategies through the integrated co-teaching model. Through the Teacher Team initiative, on Monday, teachers, including ENL staff, meet by grade level and use data and authentic student work to evaluate strategies used in the classroom and to determine areas of common weakness among students. Each team of teachers decides to implement specific skills and strategies to address these weaknesses for an agreed upon period of time, after which the team reevaluates their effectiveness. In addition, the ESL teachers attend several workshops throughout the school year and turnkey the strategies to the staff. Some of the workshops that we have recently attended are "STEM Institute", "Understanding Annual Measureable Achievement Objectives for ELLs" and "Equipping Elementary ELLs with a Powerful Vocabulary Toolkit for Common Core Achievement". These workshops provide teachers with the necessary tools to support the ELL students as they engage in the Common Core Learning Standards. Every teacher that attends ELL training receives an agenda that specifies the hours and dates of training. Every teacher is responsible to maintain records in order to meet the requirements. The ENL teachers keep a binder with all the agendas and sign-in sheets of workshops that they presented as well as agendas of the workshops that they have attended. At the school level, professional development will be given once a month to ensure staff is kept current on ELL practices.

Professional development and certification requirements

  - \*15% total hours ELL-specific PD for all teachers and outer classroom staff such as the administrators, Speech Teacher, Occupational Therapist, Physical Therapist, secretaries, and SWD teachers.
  - \*50% total hours ELL-specific PD for bi-lingual education and ENL teachers
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ENL teachers attend monthly meetings and workshops set-up by the city and the district to learn any new initiatives and criteria for ELL students. Some of these P.D's are S.T.E.M, designed to tell strategies for enhancing learning using science, math and technology; Supporting ELLs Literacy Development designed to give concrete strategies in comprehension and language acquisition; RTI an intervention protocol for aiding Tier 3 students who are ELLs; and Co-teaching Models that Work, giving strategies for effectively working with another teacher in a collaborative setting.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The school guidance counselor along with the ENL teachers meet to discuss services for the students at their new school and assist parents in selecting schools that would be most appropriate for the students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

See #1. Agendas and sign in sheets are given. A copy of the workshop documents, the agenda, and the sign in sheet are maintained in an ENL binder for professional development.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

This year, the ENL will be implementing an tri-annual review, in the form of a Progress Report given at the Parent Teacher conferences. This Progress Report is used to track the progress of all ELL students towards their individual goals. In classrooms, teachers set goals for students according to the school-wide programs, GoMath and ReadyGen. Since each core program contains ELL strategies and interventions, the classroom teacher modifies instruction as needed to meet the individualized needs of each students.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS 92 Parents are strongly encouraged to attend the scheduled ELL and whole-school orientations, as well as parent workshops specifically designed to teach parents strategies that can be used at home to improve their child's academic performance. During the spring, the ESL teachers offer a short series of adult ESL classes to the parents to encourage them to learn the language in order to assist their children with homework. Parents are also encouraged to meet with the guidance staff to address special concerns that impact the learning and attendance of their children. These include crisis intervention or referrals for internal and outside services from our community-based organizations. We have Spanish, French, and Haitian Creole staff translators who assist during workshops. When a child is registered, we provide interpretation assistance in the languages of Spanish and Haitian Creole. At this time, parents are given full explanation of the available placement options both within and outside of P.S. 92. The desire to learn English is especially strong among our Haitian and Hispanic populations. They express a preference for immersion in the English language, as they feel it puts their children on equal footing with non-ELL students, and fosters a faster acquisition of the English language. We keep sign in sheets, agendas, and related information an ENL binder on Parent Involvement.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Upon request, our CAMBA program provides referrals for assistance with immigration issues, health services, adult education, housing, and family counseling. Our parent coordinator schedules leadership training for parents who are interested in volunteering thir time to the school, as well as workshops related to health, job readines, and education issues.
5. How do you evaluate the needs of the parents?  
When we have concerns about a student or if a parent expresses concerns, the Parent Coordinator along with the ENL teachers meet with the parent to evaluate the needs of the parents and offer assistance as needed. We read the NYC School Survey and identify areas that ELL parents have concerns. We then create workshops based on these needs. We also send home Progress Reports from the classroom teacher and the ELL teacher. Finally, we send out monthly newsletters on the curriculum to keep ELL parents aware of classroom instrucion. The ENL teachers hold monthly workshops in collaboration with administration. At this time parents are encouraged to express any additional needs they may have to aiding their child in at home instruction.
6. How do your parental involvement activities address the needs of the parents?  
We set up workshops to address parental needs for ELL students such as learning english, immigration, health, and family counseling. When necessary, we refer parents to community and outside agencies that can assist them with their individual needs. At workshops, we leave time for parents to express any academic concerns they may have for their children. We use this information to set up future workshops to address these issues.

### D. Additional Information

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

N/A



School Name: Adrian Hegeman Elementary

School DBN: 17K092

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. John Samerson	Principal		11/6/15
Mrs. Monique Toran-Martinez	Assistant Principal		11/6/15
Ms. Dawn McLeod	Parent Coordinator		11/6/15
J. Sterling and D. Savitt	ENL/Bilingual Teacher		11/6/15
Ms. Lakeisha Moffatt	Parent		11/6/15
Ms. Ann-marie Green/4th Grade	Teacher/Subject Area		11/6/15
Ms. Beverly Thenor/5th Grade	Teacher/Subject Area		11/6/15
N/A	Coach		11/6/15
N/A	Coach		11/6/15
Ms. Carla Dewgard	School Counselor		11/6/15
Mr. Clarence Ellis	Superintendent		11/6/15
	Borough Field Support Center Staff Member _____		11/6/15
Ms Elisheva Gantz	Other <u>School Psychologist</u>		11/6/15
	Other _____		11/6/15
	Other _____		11/6/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **17K** School Name: **Adrian Hegeman Elementary**  
Superintendent: **Mr.**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

1. When a child is registered, parents are interviewed by our ELL teachers and administered the Home Language Identification Survey, and if the need is presented, he or she will speak with one of our staff members proficient in their native language. Once parents indicate their language preference, the information is entered into ATS system and then stored in the student's cumulative records. At the beginning of the school year, an ATS report is printed to make an assessment of the different languages for which we need to provide information for parents. The list is then placed in the office in order for it to be checked when information needs to be sent home to parents. This information helps us to determine the number of parents that need to receive written and oral communication in Haitian Creole, Spanish, Arabic, French or other languages. If needed, we utilize the DOE Interpretation Unit to assist in translation, via a conference call, for language interpretation that is not available at the school. A review of data continues to indicate that small percentage of parents, primarily recent immigrants from Haiti or Spanish speaking countries, presented a need for translators in their native language. Based on the above and the evidenced need exhibited during our initial registration period in September, we conclude that there is an on-going need to provide written translation services for our Haitian-Creole and Spanish speaking populations. In recent years, we have experienced an increased need for Arabic translators. We have been able to meet this need through the use of parent volunteers who are available to translate for us during registration and parent meetings. We will, as warranted, continue to use the DOE translation unit. Report cards, including the new STARS reports, are also available to parents in their native language. Finally, our school uses the language identification guide for school staff and the "I speak..." card is also displayed in the main office where parents from all backgrounds can feel welcome and comfortable registering their children and asking questions. The teachers will also be given the "I speak..." card for use with the parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents preferred languages for both written and oral communication was determined during the registration process, the administration of the HLIS, and the interview process with the student and parent. The preferred languages for both written and oral communication by parents of ELL Students at our school are English, Haitian Creole, French, Spanish, Arabic and Khmer.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

This year, many of the documents that are distributed at PS 92 are translated in the preferred languages of the parents. In September, the ENL teachers send out entitlement, non-entitlement, placement, and continued entitlement letters in the preferred language of the parent. We also send out parent notification about orientations, workshops, newsletters, testing notifications, and parent-teacher conferences in parent's preferred language.

Other documents provided to each parent who require language assistance services is a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the preferred languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/default.htm>.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

September 16, 2015 Parent-teacher conference  
September 28, 2015 New parent of ELLs Orientation  
November 5, 2015 Parent- teacher conference  
March 3, 2016 Parent -teacher conference  
May 12, 2016 Parent teacher conference  
Attendance Team Dates for Parent Conference:  
September 28, 2015  
October 21, 2015  
November 18, 2015  
December 9, 2015

January 20, 2016  
February 17, 2016  
March 16, 2016  
April 13, 2016  
May 18, 2016  
June 20, 2016  
June 8, 2016

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 92 will meet identified translation needs by sending out information to be translated in a timely fashion to The Translation and Interpretation Unit as follows:

- 1, We utilize staff members who speak Spanish, Haitian Creole, and French to translate and interpret for us as needed.
2. One of the ENL teachers is used to translate and interpret for parents who speak Spanish,
- 3.If there is no translator available in the building, we use the over the phone interpretation services, 718-752-7373.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

PS 92 will meet identified interpretation needs indicated in Part B, by first making use of staff members who speak the language, during parent teacher conferences and other face-to face- meetings mentioned. We currently have staff members that are fluent in Spanish, Haitian Creole and French. During these meetings if someone that speak the language is not available, teachers are instructed to make use of the over the phone interpretation service by calling 718-752-7373 to get over the phone interpretation.

### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff at our school will receive professional development and will be provided with a hard copy of information and telephone numbers of translation and interpretation services that are available to them.

Staff members will be asked to keep the information in an area in their classroom with easy access to them.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In accordance with Section VII of the Chancellors Regulation A-663, the parent coordinator and the Language Access Coordinator will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm> through the NYCDOE's website. Parents are also informed of the interpretation services available to them. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. In the event that a limited proficient parent speaks a language that is neither English nor a covered language, the language access coordinator or the parent coordinator would obtain from the Translation and Interpretation Unit a translation into such language and will post and provide such forms in accordance with Regulation A-663. [http://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit).

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Each year we review the Parent Survey to elicit understanding of how translation and interpretation services are beneficial or not. We also have informal conversations with parents to determine their needs in the area of translation and interpretation. We will create a cohort of parents who reflect each language in the school to discuss how the needs of each sub-group can be addressed.