



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **19K171**

School Name: **I.S. 171 ABRAHAM LINCOLN**

Principal: **INDIRA MOTA**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Abraham Lincoln Intermediate School School Number (DBN): 19K171
Grades Served: 6-8
School Address: 528 Ridgewood Avenue, Brooklyn, NY 11208
Phone Number: 718-647-0111 Fax: 718-827-5834
School Contact Person: Ms. Mota Email Address: IMota2@schools.nyc.gov
Principal: Ms. Mota
UFT Chapter Leader: Ms. Perez
Parents' Association President: Ms. Leiva
SLT Chairperson: Ms. Perez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 19 Superintendent: Ms. Stallings-Hart
Superintendent's Office Address: 557 Pennsylvania Avenue, Brooklyn, NY 11207
Superintendent's Email Address: JStalli@schools.nyc
Phone Number: 718-240-2700 Fax: 718-240-2751

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: _____
Director's Office Address: 131 Livingston Street, Brooklyn , NY 11201
Director's Email Address: _____
Phone Number: 718-935-3352 Fax: 718-935-2337

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)
Indira Mota	*Principal or Designee	
Mercedes Perez	*UFT Chapter Leader or Designee	
Yady Leiva	*PA/PTA President or Designated Co-President	
Yvette Johnson	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Larry Acosta	CBO Representative, if applicable	
Laura Pacheco	Member/ PTA	
Evelyn Reyes	Member/ PTA	
Magalie Coldros	Member/ UFT	
Deanna Riley	Member/ UFT	
Ismataria Cavaliere	Member/ UFT	
Karen Delgado	Member/ PTA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

Abraham Lincoln Intermediate School 171 is a District 19 NYC Middle School where amazing students, teachers, staff and administrators strive for the highest level of achievement every day. Our Mission Statement is: We believe at Abraham Lincoln Intermediate School 171, that we are a community of educators dedicated to the idea that every child can learn and is entitled to a high quality education. We will instill in all children a sense of positive self-esteem motivation, and empowerment that will enable them to achieve academically as they move on to higher education. Vision Statement is: As educators, we will develop a learning community, in collaboration with parents, is committed to providing the highest quality of education to all of our students and become a beacon of excellence in the community. As a school community comprised of dedicated stakeholders, our 2015-2016 Instructional Goals will be comprised of the Six Elements of our Capacity Framework: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family-Community Ties and Trust. Our 2015-2016 Instructional Goals will also embody the following: Instructional Focus - Through the use of data from State Assessments, Skedula and Rubicon Atlas, all members of the professional community will develop ongoing rigorous instruction that will increase the number of students meeting grade level common core standards. Knowledge of Students - Through data analysis of student performance levels, students will be strategically partnered with teachers based on performance level ranges for the 2015-2016 school year. Collaborative Professional Learning - Through use of best practices, teachers will collaborate to assess implementation of academic services provided and revised to meet the needs of all of our students. Through inquiry PLC's, teachers will analyze, assess and reflect on strategies that will close the achievement gap within our focus groups. By having a shared vision of our instructional goals and how we will reach them, we will be able to have a uniform set of high expectations that we will strive for. The creation and sustainability of a positive learning environment is one of our strongest areas in our schools. High expectations across all paths of learning are paramount to our positive learning environment that has been set in place for 6th, 7th & 8th grade. As such, these are one of our most prized accomplishments this year

19K171 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	636	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	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	28	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	94.9%	% Attendance Rate			92.1%
% Free Lunch	94.9%	% Reduced Lunch			3.5%
% Limited English Proficient	22.8%	% Students with Disabilities			16.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.6%	% Black or African American			16.2%
% Hispanic or Latino	74.0%	% Asian or Native Hawaiian/Pacific Islander			6.0%
% White	1.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.83	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			8.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.8%	Mathematics Performance at levels 3 & 4			10.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			20.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			96.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			YES
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> 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. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
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.	E
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.	E
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>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. 		
<p>In the area of 3.5, in order for the school to move to the Effective rating we have organized and implemented a plan to strengthen our analysis and evaluation of formative and summative assessments. This is critical to ensure consistency between curriculum and assessments across grades and departments and to allow teachers to provide targeted and data-based feedback to address all students’ next steps. We utilized our professional learning time to work with staff in using data to identify strategies that are successful with student groups. All students take a series of Baseline Assessments that provide both ELA and Math data, from which item analyses are created and analyzed by staff at department and grade meetings alike. By supporting the use of the baseline assessments and collection of data, teachers provide ongoing feedback to our students on both scale score results and amount of growth and improvement attained. By having students understand the significance of the results of the baseline assessments, we are instilling a culture of academic maturity, integrity and consistent self-evaluation. The data collected inform teacher planning and preparation in order to meet the needs of all of our learners. All administrators collectively have learning and observation walks in order to better ‘norm’ our observation protocols.</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–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 curriculum maps utilized by teachers across all grades and contents will incorporate the Common Core Learning Standards in unit plans, scope and sequences, maps and assessments to meet the needs of all learners in school.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Our research-based systems and structures are based on the work of Love (2012),</p>	<p>All students and all teachers</p>	<p>August, 2014 through June, 2015</p>	<p>Principal, Asst. Principals, Lead teachers</p>

<p>Fullan () and Dweck (). This research guided our data action plan that supports all learners with differentiated strategies and provided teachers with the professional learning that is needed to accomplish the outcomes for all students.</p>			
<p>All teachers complete and implement a school-wide system for using data.</p> <p>A process has been developed to adapt curriculum that supports all student subgroups.</p> <p>An assessment calendar has been created and all teachers have been trained in understanding baseline data, and the creation of targets and goals as well analyzing item analysis charts with student results.</p> <p>Teachers use pre and post formative and summative assessments across grades and content areas assuring alignment between the curriculum and assessment tools.</p>	<p>All students</p>	<p>August, 2014 through June, 2015</p>	<p>All school leaders and all teachers</p>
<p>In addition to the SLT, all parents are given opportunities to receive trainings in the academic work of their children as well as ample celebrations and honor ceremonies. Every Tuesday from 2:30pm to 3:15pm, teachers have open office hours for parents, where they can come in and speak to the teachers about their child's performance. In addition, there are opportunities for parents to be trained and receive additional information on Pupil Path</p>	<p>All parents and all care-givers</p>	<p>August, 2014 through June, 2015</p>	<p>Principal, Assistant Principals and Parent Coordinator</p>

from Skedula which is the program we are using to track student performance and inform parents of student progress.			
Trust is built through the continual collaboration and inclusion of all stakeholders. We have implemented a professional learning committee and include key staff in our leadership planning meetings. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone's perspective.	All stakeholders	August, 2014 through June, 2015	Principal and Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Borough Support Field Office budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities</p> <p>Additionally we access Leadership support in the use curriculum planning programs and implementation of teacher team practices as well as:</p> <ul style="list-style-type: none"> - On-site feedback given regularly to school leaders -Support in identification of research-based instructional strategies and planning teacher Professional Learning -Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers. -Identification of parental resources 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

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.

Improved performance of identified subgroups as evidenced by interim assessments

Mid-point progress monitoring activities will take place in January, 2016

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 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> 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. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
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.	HE
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.	HE
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.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. 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. <p>As a result of the need for socio-emotional intervention with some of our students beyond what is already offered, teachers conduct academic/socio-emotional collegial inquiry groups. Thus, the school has developed a system to connect structures and systems currently in place so that key information on social and emotional developmental health for all students is collected and analyzed to promote academic success. The students identified for such intervention are then referred to our Brain Boosters program that is conducted by our licensed Social Worker and Psychologist after school twice a week. Additional members of the school community will also be invited to take part in the inquiry cycle, included but not limited to parents and members of our School Based Support Team. Our school community currently utilizes Datacation in order to collect and track our students’ social, emotional, and academic goals which will all lead to sustained academic achievement and improvements</p>		

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June, 2016 every student will have been provided with individualized support by a teacher to ensure their progress and provide them with next steps and ongoing feedback that fosters ownership of their own learning, as measured by increases in student survey results</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The school leader has selected the research-based program Brain Boosters Program which promotes student social emotional health and wellness. The principal and assistant principal have developed a professional learning opportunity to collect and gather information and data of students that could possibly be referred to the program. for all staff to</p>	<p>All students and staff</p>	<p>August, 2015-June, 2016</p>	<p>Principal and Assistant Principals</p>

understand and implement the program.			
<p>- The school uses differentiated instructional strategies in all classrooms to support the needs of all learners in all subgroups.</p> <p>-The school community has a plan in place to monitor student social and emotional health needs which is based on data.</p> <p>-All stakeholders have a role and responsibility that is connected to the development and progress of a specific group of students</p>	All students	August, 2015-June, 2016	Principal and Assistant Principals
Parents are informed of their child's success through Pupil Path on Skedula which offers a 24 hour reporting system to parents. Teacher anecdotes and comments are uploaded onto the system for all members of the family to view. Parents are also being invited to our monthly PTA meetings so they can take part in our community events and activities that are planned for all of our families.	All parents	August, 2015-June, 2016	School leaders and Parent Coordinator
Trust is built through the continual collaboration and inclusion of all stakeholders. We have implemented a professional learning committee, who also include key staff in our leadership planning meetings. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone's perspective.	All stakeholders	August, 2015-June, 2016	Principal and APs August, 2015-June, 2016

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Borough Support Field Office budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities

Additionally we access Leadership support in the use curriculum planning programs and implementation of teacher team practices as well as:

- On-site feedback given regularly to school leaders
- Support in identification of research-based instructional strategies and planning teacher Professional Learning
- Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers.
- Identification of parental resources

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

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

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.

Every staff member has a student for whom they monitor their social and emotional progress using a data system.

Every parent has received timely progress reports as well report cards that include all students’ levels on benchmarks as well as state exams.

Mid-point progress monitoring activities will take place in January, 2016.

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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> 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. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
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.	E
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.	E
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.	D
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).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> 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. 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. 		
<p>We have developed a professional learning plan that is focused on developing the instructional practices that lead to high levels of student engagement which are aligned to the Common Core Learning Standards. Unit and lesson plans will include critical thinking skills and challenging learning tasks that are developed to meet the needs of all learners. Teachers have also been trained in using formative and summative assessments to inform instructional decision making. One area of improvement that will be of focus during professional learning sessions will be the creation of multiple entry points that will meet the needs of our different learners, incorporated into teacher planning and practice. Specifically, these students include those in special education, English language learners and those who have also been identified as in need of additional interventions and academic supports</p>		

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June, 2016 every teacher will demonstrate evidence of improvement in classroom practice that targets all learners as evidenced in improvements in student work that is aligned to CCLS.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>We utilize the Danielson Framework (2000) to measure teacher effectiveness.</p> <p>We have created and implemented a differentiated professional learning plan based on the NYC Chancellor’s Professional Learning Handbook (2014)</p> <p>The school leaders have developed a timely plan for cycles of observation and feedback to teachers.</p>	<p>All teachers</p>	<p>August, 2015-June, 2016</p>	<p>Principal and APs</p>

<p>School leaders call upon the Network for support in intended learning for school leaders and staff including on-site support and job-embedded training.</p> <p>Teacher teams have been trained in Looking at Student Work Protocols.</p> <p>All teachers have been trained in Datacation which ensures that a data system to track the progress of all students is in place to guide student needs and keep parents informed.</p>			
<p>The school uses differentiated instructional strategies in all classrooms to support the needs of all learners in all subgroups. Teachers receive trainings in creating multiple entry points in lessons, creating higher order questions and critical thinking tasks, and text complexity work.</p>	All teachers	August, 2015-June, 2016	Principal and APs
<p>Parents are given weekly opportunity to visit with their child’s teachers given the new time allotted by the NYC DOE. In addition, we communicate daily with parents in all matters of instruction that concern the academic progress of their child. We also send home newsletters, provide parental trainings, and give parents access to our student data system.</p>	All parents	September, 2015-June, 2016	Principal and school leaders, teachers, Parent Coord.
<p>The school provides multiple entry points for teachers to participate in learning opportunities to understand effective instructional practices. This respects the learning and wants and needs of all teachers. Further, we ground our</p>	All stakeholders	August, 2015-June, 2016	Principal and APs

work in research-based theory and practices that ensure professional coherence and build trust and professionalism among our faculty. We have a professional learning committee made up of teachers and school leaders			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Borough Field Support Office budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities

Additionally we access Leadership support in the use curriculum planning programs and implementation of teacher team practices as well as:

- On-site feedback given regularly to school leaders
- Support in identification of research-based instructional strategies and planning teacher Professional Learning
- Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers.
- Identification of parental resources

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

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

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.

January, 2016 review of student work will be conducted by school leaders with network support staff _

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 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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> 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. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
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).	HE
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
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).	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. <p>The present observation process had been strengthened through a collaborative approach between the Principal and Asst. Principals who now meet regularly to calibrate around the Danielson rubric. A professional learning plan has been developed based on the results in ADVANCE and the principal and school leaders monitor teacher effectiveness on a weekly basis to ensure that every teacher has a clear plan of support based on their classroom instructional practices.</p>		

Part 2 – Annual Goal

<p>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– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 85% of teachers will demonstrate progress in at least one area of observable teaching practices using the <i>Danielson Framework</i> (2012).</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>We utilize the Danielson Framework (2012) to measure teacher effectiveness.</p> <p>Teachers meet with the Principal to develop goals and discuss their individualized professional learning plan.</p> <p>We have created and implemented a differentiated professional learning plan based on the NYC Chancellor’s</p>	<p>All teachers</p>	<p>September, 2015-June, 2016</p>	<p>Principals and APs</p>

<p>Professional Learning Handbook (2014)</p> <p>The school leaders have developed a timely plan for cycles of observation and feedback to teachers.</p> <p>School leaders call upon the Network for support in intended learning for school leaders and staff including on-site support and job-embedded training.</p>			
<p>The school uses differentiated instructional strategies in all classrooms to support the needs of all learners in all subgroups. Teachers receive trainings in creating multiple entry points in lessons, creating higher order questions and critical thinking tasks, and text complexity work</p>	All students	September, 2015-June, 2016	Principals and APs
<p>Parents are given weekly opportunity to visit with their child’s teachers given the new time allotted by the NYC DOE. In addition, we communicate daily with parents in all matters of instruction that concern the academic progress of their child. We also send home newsletters, provide parental trainings, and give parents access to our student data system. As of June, 2015, families will also receive their account information for their NYC DOE Family Accounts.</p>	All parents	September, 2015-June, 2016	Principal, Parent Coor.
<p>The principal has a transparent process to engage all stakeholders in setting goals and making strategic decisions regarding human, fiscal, and program processes. , We ground our work in research-based theory and practices that</p>	All stakeholders	Aug, 2014-June, 2015	Principals and APs

ensure professional coherence and build trust and professionalism among our faculty. We have a professional learning committee made up of teachers and school leaders. All stakeholders are included in decision making, planning and creating opportunities for learning, and celebrations of our success. We continually use data to inform all stakeholders and this ensures a coherent method of clarity and accuracy.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities</p> <p>team practices as well as:</p> <ul style="list-style-type: none"> - On-site feedback given regularly to school leaders -Support in identification of research-based instructional strategies and planning teacher Professional Learning -Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers. -Identification of parental resources <p>Additionally we access Leadership support in the use curriculum planning programs and implementation of teacher</p>

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

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.

Teachers will have received classroom observations and timely feedback by December,2015.

By January 2016, all teachers will have completed midyear conversation with the principal focused on their instructional practices and progress.

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 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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> 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. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
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.	HE
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.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. <p>During our academic school year we present many opportunities for our families to come and take part in our school wide events. Through ongoing collaboration and engagement, we will be able to continue the development of a shared vision of student learning and achievement at IS 171. In an effort to celebrate outstanding academic achievement, all families are invited for a Honor Roll Family Dinner. Families are also invited to our many school arts and cultural shows and assemblies as well learning opportunities put forth for the following: Parent IEP Informational Meetings, Title I School Parent Informational Meetings, Focus School Information Parent Meetings and Parent Meetings for Skedula and Pupil Path.</p>		

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June, 2016 the school will have an increase in parent attendance at teacher conferences and school engagement events with a focus on informing them of their child’s progress, as evidenced by parent attendance and sign-in sheets.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Parents are offered the opportunity to take part in adult and parenting workshops offered in collaboration with the Parent Coordinator and CBO's</p>	<p>All teachers</p>	<p>September, 2015–June, 2016</p>	<p>Principals and APs</p>
<p>There are open office hours for parents to come in every Tuesday from 2:30pm to 3:15pm to meet with their child's teachers</p>	<p>All parents and care-givers</p>	<p>September, 2015–June, 2016</p>	<p>Principals and APs</p>
<p>There are monthly calendars that are backpacked home with students announcing all</p>	<p>All parents</p>	<p>September, 2015–June, 2016</p>	<p>Principal, APs, and Parent Coor.</p>

workshops and activities in the school community for the month.			
There is a culture of open communication and access instilled in our school community, where there is an open door policy for administrators, teachers and students.	All stakeholders	July, 2015-June, 2016	Principals and APs

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff are assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities											
Additionally we access Leadership support in the use curriculum planning programs and implementation of teacher team practices as well as:											
- On-site feedback given regularly to school leaders											
-Support in identification of research-based instructional strategies and planning teacher Professional Learning											
-Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers.											
-Identification of parental resources											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

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.
Examination of parent attendance totals from all conferences and events.
January, 2016.
Part 5b. In February 2016 , 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Focus Students between 1.85 and 1.99 Level Range	Skill/Needs Based Enrichment	Small group	During and After School Hours
Mathematics	Focus Students between 1.85 and 1.99 Level Range	Skill/Needs Based Enrichment	Small group	During and After School Hours
Science	Focus Students between 1.85 and 1.99 Level Range	Skill/Needs Based Enrichment	Small group	During and After School Hours
Social Studies	Focus Students between 1.85 and 1.99 Level Range	Skill/Needs Based Enrichment	Small group	During and After School Hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Focus Students between 1.85 and 1.99 Level Range	Skill/Needs Based Enrichment	Small group	During and After School Hours

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment:</p> <p>To recruit teachers, we work closely with our Borough Support Field Office human resources, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We continue to work closely with our Human Resources to ensure that all required documentation and assessment deadlines are met.</p> <p>Retention and Support:</p> <p>In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers provided by other teachers, administrators, as well as support staff from our Superintendent and Borough Support Field Office. Mentoring is implemented as per teacher requirements. Non-tenured teachers are given opportunities to learn about the tenure process and our network provides support in this area. Teachers are provided with PL in instruction, classroom management, parental involvement, and all areas of data use.</p> <p>We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an Individual Improvement Plan (IIP) mainly to move teachers toward highly-effective practice. The Danielson's Framework for Teacher Effectiveness (2007) will be used as a tool to track areas of need and progress. Teachers self-assess on a regular basis and confer with school leaders.</p> <p>All professional development is research and evidence based. Research Based Strategies (RBIs) are emphasized in our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our instructional specialists support teacher retention by providing on-site job-embedded trainings, modeling, and teacher team development.</p> <p>We are committed to developing a culture for learning and celebrating the success of our teachers. To this end, we encourage team events, opportunities for external learning, and highlighting exemplary work.</p>

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).

Our professional learning plan is guided by the NYC Chancellor’s Handbook for Professional Learning and provides for whole school and individual teacher support (August thru June, ongoing). Although much of the training will be differentiated with to meet the specific needs of individual teachers as well as subjects, all staff members will receive training and support in implementing the fo Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups

- September roll out of systematic analysis of data collection, monitoring and teacher conferencing, January check in for progress evaluation, June assessment, reflection and next steps. October thru June, on- going – teacher feedback sessions, October thru June ongoing Looking at Student Work protocol implementation
- Opportunities for differentiated professional development for staff members using the weekly allocated time as well as structured periods and events.
- Prepare teaching staff in NYC CIEs, CCLS and Instructional Expectations (on-going).
- Formal and informal cycles of observations will be conducted by school leaders using feedback and tracking progress September through June.
- Identification of point personnel, lead teachers, to support colleagues
- Principal and Assistant Principals provide workshops and teacher conferencing. Key personnel and other resources will include leadership, network support instructional leads and external consultants.
- Targets to evaluate our progress, effectiveness and impact will include: By November 2012 Our Network will complete a full day instructional walk with school leaders. Report will be generated and shared with teachers. Professional development will be designed based on needs assessment from the instructional walk-through.
- Visits from our network support group conducted as follow up in order to document progress.
- Frequent cycles of informal and formal observation
- Teacher mid-year, end-year evaluations and self-evaluation

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

Our school has a MOSL committee where all teachers are represented and have a voice in the selection of appropriate multiple assessment measures. Our school also has a Professional Learning Committee that meets on a regular basis with the school leaders to plan, select, and assess the professional development needed to support assessment and improve instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	731,548.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	16,072.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,026,399.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **IS 171, Abraham Lincoln** 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. **IS 171, Abraham Lincoln** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

IS 171, Abraham Lincoln , 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>IS 171</u>	DBN: <u>19K171</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>146</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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>5</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>2</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: ESL teachers will utilize a variety of data and assessments to identify areas of focus for the ELL students in our school community. ELL students that are identified through this data will work with their grade ESL teacher to increase proficiency levels in 6th, 7th & 8th grades. Milestones and other English-Spanish content specific texts will be utilized throughout the duration of the program.

We service an ELL population, which comprises 23% of our student enrollment. We have freestanding ESL program as well as a TBE program. Through these programs, all of our ELLs receive the mandated hours of instruction.

In addition, support for newcomer ELLs, as well as SIFE students, grades 6-8 is provided on Wednesdays and Thursdays from 2:30-4:30 pm by a certified ESL Teacher. The teacher utilizes in-house materials as well as teacher-created materials to provide basic ESL instruction. Long Term ELLs grades 6-8 are provided additional support on Wednesdays and Thursdays from 2:30-4:30 by a certified ESL Teacher with an instructional focus on writing and reading modalities as identified by the NYSESLAT results. The teacher uses in-house materials as well as teacher created materials. Instruction in these classes is provided in English. The program will last throughout the 2014-2015 school year.

ELLs also receive additional support in Saturday Academy programs which are offered to all ELLs grades 6-8. The program includes 2 teachers with bilingual extensions. During Saturday Academy, which runs from 8:30 am to 12:00 pm there are three ELL groups: Newcomers, Intermediate/Advanced, and Special Needs.

The newcomer is taught by a TESOL certified teacher. The class engages in activities in reading and math and utilizes Skill Sharpeners workbooks. The intermediate/advanced ELL group engages in activities to prepare students for their NYSELAT, ELA and math exams and utilizes Annatansio and Associates NYSESLAT Prep books as well as Comprehension Plus workbooks. The group rotates between two teachers, one who provides math instruction, and the other who provides reading instruction. ELL students with special needs receive instruction from a certified special education teacher with a bilingual extension. Students use the Progress Coach reading and math workbooks. The Saturday Academy program will last throughout the 2014-2015 school year.

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: _

The school's professional development plan that will support our Title III program teachers will include but are not limited to SIOP model instructional planning and implementation, DOE and Network ongoing professional development that will target ELL Instruction and use of resources and strategies gathered

Part C: Professional Development

by Principal at ELL Literacy and Language Workshop hosted by Harvard University presenters in collaboration with the English Language Learners and Student Support office.

Professional Development is aligned with the Title III program that we are offering. All of our teachers working with ELLs receive professional development. In house professional development will be available to the Bilingual teachers, ESL teachers as well as teachers of ELLs. They will participate in study groups, which are provided weekly, and Grade conferences, which are provided monthly. Additionally, they will attend workshops that meet their needs, given by the CEI-PEA. The following is a tentative schedule of Professional Development activities. Working with our UFT-TC and CEI-PEA, we are additionally providing ongoing in-house professional development based on teacher Needs Assessments and Needs identified during the LAP development process.

TBE Program Model Training; Given By: CEI-PEA; For: TBE Content Area Teachers; Dates TBD – Ongoing
ELL Strategies for Content; Given By: Ms. Udo & Mrs. Bhunut; For: Teachers of Freestanding
ESL, Content Area Tutorial Teachers of ELLs; Dates TBD

Use of Academic Language in Content Area Classrooms; Given By: Mrs. Bhunut and ESL Teachers; For:
Teachers of Freestanding ESL Content Area Classes; Mondays – Ongoing

QTEL; Given By: OELL; For: ESL/ELA Teachers; Dates TBD

Preparing ELL Students for the ELA Exam; Given By: ELA Department; For: ESL/ELA Teachers/TBE
Teachers; Spring 2015

Administering the NYSESLAT & Other Assessments; Given By: Ms. Pena, Testing Coordinator; For: All
Staff Administering NYSESLAT; Spring 2015

Assessing Data; Given By: Ms. Pena, Testing Coordinator, ESL Teachers and UFT Coach; For: TBE Staff,
ESL/ELA Teachers; September, 2014 - April 2015.

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: _

The ELL students in our school community will receive additional supports through ELL Family nights and Open Houses that will provide opportunities for students to showcase their work to their parents and families. The family engagement sessions will take part every marking period. All families will receive special invitations through SchoolMessenger, Pupil Path and notifications sent home

Current research on ELL achievement and parent involvement notes a high correlation between the two. It is imperative that we are able to work with parents to improve our school culture, tone, and academic success. The following is a breakdown of parent involvement activities that foster this school-home relationship.

Nutrition Workshops

Provided By: Parent Coordinator (Spanish-English)

For: All IS 171 Parents (Including ELLs)

Dates: Ongoing through 2014-2015 school year

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

ARIS & Pupil Path Parent Link Workshop

Provided By: Parent Corrdinator (Spanish-English)

Part D: Parental Engagement Activities

For: All IS 171 Parents (Including ELLs)

Dates: September 18th, 2014

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

- Parent Monthly Workshops

Provided By: Principal and Parent Coordinator

For: All IS 171 Parents (Including ELLs)

Dates: One per month

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

- Parent Volunteer Program

Parents were trained and finger-printed in order to be part of our volunteer program. Parents assist during lunch, dances, during Parent Conferences, school trips and additional activities as deemed necessary by the parents and school.

Organized By: Parent Coordinator

Dates: Ongoing

Notification: Flyers, School Messenger, Monthly School Calendar

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Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____

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 19	Borough Brooklyn	School Number 171
School Name IS 171		

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 Ms. Indira Mota	Assistant Principal Ms. Kristen Conlon
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Ms. Bhunut	School Counselor Ms. Vivas
Teacher/Subject Area Ms. Udo/ESI Class	Parent Laura Pacheco
Teacher/Subject Area Ms. Montas/Science/SS Class	Parent Coordinator Ms. Otero
Related-Service Provider Ms. Beard	Borough Field Support Center Staff Member type here
Superintendent Ms. Joyce Stallings Harte	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	550	Total number of ELLs	158	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
Transitional Bilingual Education							2	1	3					0
Dual Language							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	93	ELL Students with Disabilities	23
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	15

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	
TBE	0	0	6	0	0		0	0		0
DL	0	0	0	0	0	0	0	0	0	0
ENL	93		0	25		23	15			0
Total	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 Spanish							2	1	3					0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	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
TOTAL	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							48	40	64					0
Chinese							1							0
Russian														0
Bengali								1						0
Urdu														0
Arabic							1	1						0
Haitian														0
French							1	1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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
Entering (Beginning)							8	12	22					0
Emerging (Low Intermediate)							3	2	5					0
Transitioning (High Intermediate)							1	2	3					0
Expanding (Advanced)							16	11	13					0
Commanding (Proficient)							14	8	10					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	0	1					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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	20				0
7	34	3	1		0
8	34	12	1		0
NYSAA	2				0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6		24		5					0
7		36		9					0
8		34		19		3			0
NYSAA		2							0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8		13	3	13	3				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)	50	30	15	5				
Chinese Reading Test	0	0	0	0				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 - Teachers assess emergent literacy skills after observations indicate a student shows a deficiency in one of these areas. Students entering the middle school either from another city school or from another country are expected to have basic phonemic awareness, understanding of the function of various prints, etc. When observations indicate a student may be lacking, teachers use running records to assess the students' abilities. If a student is at a middle school grade level and is deficient in emergent literacy skills then an evaluation may be recommended to provide the student with a smaller class setting and additional support to bring him/her to grade level. Results from individual assessments inform school leadership that additional support is necessary to help these students gain the literacy skills necessary to function in a middle school classroom. In ENL classrooms, the Milestones program emphasizes phonemic awareness, and provides extensive examples of various text genres with specific features of each outlined prior to each reading. This year, teachers of ENLs will begin to use Myon online to assess students' early literacy skills, identify reading levels and monitor and track progress. This is made possible with a computer lab that will allow for multiple students to be administered the test at the same time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data shows that the majority of our students are at the entering level. There is a need for intensive programs for our Entering students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the AMAO to group students accordingly in order for effective teaching to facilitate growth.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The majority of our ENL students are entering and not proficient in their home language nor English. Periodic assessments are used to help identify students areas of need. As as school we learn about student deficiencies and how to better teach them. We use the home language to communicate with parents.

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.*]

Not Applicable

6. How do you make sure that a student's new language development is considered in instructional decisions?

During ENL curriculum planning we ensure supplemental resources are available to students in home language, this provided them, with the opportunity to see the work in both languages.

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?

Not Applicable

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

ENL programs are constantly being monitored and improved as teachers and administration work closely to identify what works and what doesn't work. The team uses assessments (both formal and informal), as well as teacher anecdotes to evaluate the success of a particular ELL program. In the previous year, teacher's discussed a concern about newcomers having to read a novel, or write a full essay in English prior to even learning their colors. As a result the Milestones program was purchased, including abridged novels, and newcomer text. Teachers also worked together to differentiate portfolio piece expectations, allowing for more native language in portfolio essays as students acquire English. The inquiry team and ENL teachers and staff are constantly working together to provide the best learning environment for the students. With the anticipated implementation of Myon.com as a formative assessment, teachers will be able to better assess and compare data across grades and ENL program, identifying needs and determining best means to address those needs.

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.

Identification begins with registration, during which the two certified ESL teachers (Ofonime Udo, TESOL license 0-Adult and Susan Bhunut, TESOL license k-12) work with a team to assist parents through the initial intake paperwork; helping complete Home Language Identification Survey (HLIS) in a language the parent understands. A copy of the HLIS is placed in the student's cumulative file and a copy is kept in a central location for monitoring purposes. Our staff includes pedagogues who are able to assist in translating the following languages: Spanish (M. Delacruz, SSL 6-12), Chinese (S. Bhunut, TESOL k-12), and Bengali (Cavaliere, Paraprofessional). When a parent speaks another language, the team utilizes the NYC Schools website to access paperwork, including the HLIS form, in the 9 major language translations available. Should we be unable to communicate with the parent in their native language, we can contact Translation Services for support.

Once a student is identified as eligible for LAB-R, based on a home language other than English, O. Udo conducts one-on-one interviews in English and the Native Language (utilizing staff to translate as necessary). Within 10 days any student identified as eligible for LAB-R testing as per his/her HLIS, is administered LAB-R by O.Udo (TESOL license 0-Adult). The LAB-R is administered in a separate location away from noise and distractions. The Spanish LAB is administered by Martha Delacruz (SSL, 6-12) and Ms. Pena in a separate location away from noise and distractions.

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).

Ms. Udo tests the students and determines based on the test, a student questionnaire, student interview and student work if the student is SIFE.

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).

An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. Ms. Beard IEP teacher and Ms. Udo ENL teacher determine which program would best meet the needs of the student.

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.
 - . Letters are distributed to students in their native language to be given to their parents informing them of their entitlement to ELL services and informing them of the parent orientation. Copies of all letters are kept in binders with the ELL Supervisor, Kristen Conlon for monitoring. The parent coordinator assists in contacting parents to ensure receipt and attendance at the orientation meeting. Parent surveys and Program Selection forms are given, completed, and collected at the orientation. If a parent cannot attend we conduct phone conferences or set up alternate private meetings.
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).
 - . Once a student has been tested for eligibility in an ENL program, has been determined to be eligible, and the parent has attended an orientation or been provided program information in their native language, the student is placed in the appropriate program, according to parent selection. Placement letters are offered in multiple languages to ensure parents are aware of their selection and the students's placement. Copies of all letters are kept in binders with the ENL Supervisor, Kristen Conlon for monitoring. If the parent did not make a selection, Spanish-speaking students are placed in the ENL as per CR Part 154. The parent choice is entered in ELPC screen in ATS within 20 days.
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.

When parents enter, they are administered the HLIS with linguistic support in their native language. Based on their responses, the LAB-R is administered in English and the Spanish LAB is administered as necessary. When a student is determined to be eligible for ELL services, the family is invited to attend a parent orientation and The Entitlement Letter (in the native language) is sent home indicating dates and times for the parent orientation. The Parent Coordinator contacts all parents the week of the meeting to invite them to attend the orientation. The parent orientation is held formally once a month in the beginning of the school year to provide for the large number of new admits at that time. Orientation is then held as needed based on the influx of new admits. Orientation is held in the Parent Coordinator's office. At the orientation, parents are provided with the ELL Parent Brochure in their native language. A powerpoint translated into multiple languages is shown and parents are introduced to the NYC Public School system. The Principal, Indira Mota, and Assistant Principal, Kristen Conlon welcome parents and express their appreciation to the parents. ENL Teachers O. Udo and S. Bhunut, after explaining to parents that they are attending the meeting to make a choice about their child's ENL Program, present the Parent Orientation Video from the NYC Schools' website in their native language. When a language is not available we can contact Translation services for support. Parents are NOT informed of the available programs at our school prior to viewing the video. Once the video concludes, parents are provided time to discuss and ask questions regarding each of the programs. After parents' questions and concerns are addressed, parents complete the Parent Survey and Program Selection Form in their native language. When parents do not attend, the school makes every effort to bring them into the school to view the video and become informed about the available NYC ENL programs. Parents are contacted by the Parent Coordinator and are sent notices of any upcoming Parent Orientation.
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.

Letters are distributed to students in their native language to be given to their parents informing them of their entitlement to ELL services and informing them of the parent orientation. Copies of all letters are kept in binders with the ENL Supervisor, Kristen Conlon for monitoring. The parent coordinator assists in contacting parents to ensure receipt and attendance at the orientation meeting. Parent surveys and Program Selection forms are given, completed, and collected at the orientation. If a parent cannot attend we conduct phone conferences or set up alternate private meetings.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We collect the forms that are returned and place them in the ENL binder that is kept in Ms. Conlon's office. The students that do not return the forms Ms. Otero, parent coordinator, calls the homes and makes home visits to get the forms back to school.
9. Describe how your school ensures that placement parent notification letters are distributed.

Ms. Udo hand delivers the forms to all student and follows up with parents to make sure they received them.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

We retain all ELL documents in a binder in Ms. Conlon's office. The HLIS are kept in the cumulative record.
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.

Once students have been deemed eligible to receive ESL services, they are then assessed annually in the Spring using the NYSESLAT until they reach proficiency. In conjunction with the Testing Coordinator, the ESL Teachers identify students eligible for NYSESLAT and to ensure all ENLs are administered the test using multiple ATS reports such as the RLER, RMNR, RYOS, RLAB, and RLAT. For the NYSESLAT test, the school is frozen for the first four periods of the day so that students throughout the school are in testing mode. As

per the NYSESLAT instructions, the test is administered in a separate location with students receiving all necessary accommodations. Each modality is administered on a separate but consecutive day. The speaking test is administered individually in a quiet location. The NYSESLAT is the only way to test out.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters are distributed to students in their native language to be given to their parents informing them of their entitlement to ELL services and informing them of the parent orientation. Copies of all letters are kept in binders with the ELL Supervisor, Kristen Conlon for monitoring. The parent coordinator assists in contacting parents to ensure receipt and attendance at the orientation meeting. Parent surveys and Program Selection forms are given, completed, and collected at the orientation. If a parent cannot attend we conduct phone conferences or set up alternate private meetings.
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).

The school utilizes a New Admit Tracking Form that allows us to more accurately track new admit placement, date of LAB-R, parent attendance at orientation, selections and program placement.

Home Language 2015	TBE	DL	ENL
Spanish	4	0	0
Arabic	0	0	0
Bengali	0	0	0

*Ten parents have not been able to attend the Parent Orientation. Outreach has been made by the Parent Coordinator on two separate dates via phone. The next step is certified mailing of letter with return receipt.

Currently, programs offered at IS 171 are aligned with parent choice. Based on BESIS history and TBE selection numbers, our 6th, 7th and 8th grades do not offer a TBE program for general education students. Newcomers in these grades are supported in native language through the use of multi-lingual texts, after-school and during school for additional ENL instruction. This year, we are closely monitoring parent choice by maintaining our New Admit Tracker Form and charting results specifically to see if we reach a number of parents selecting a Spanish TBE program and any other trends that tend towards programs not currently offered at IS 171. If we begin to notice a misalignment of parent choice and current programs, we will begin inquiry to determine how best to align with parent selections.

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.
Block Programming, classes are mixed proficiency level.
 - b. TBE program. *If applicable.*
Grades 6, 7 and 8 mixed proficiency level special needs class.
 - c. DL program. *If applicable.*
Not Applicable
 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)?
ENL Instruction in TBE & Freestanding ENL
- 2.a Attached are seven schedules reflecting the student schedule for each proficiency level in each of the two instructional programs.

2.b.2. Freestanding ENL Model: ENL classes are heterogenously grouped and function as a push-in program. Student schedules provide 8 periods of push-in ENL support in which advanced students receive 180 minutes of explicit ENL and additional 4 periods focus on following the grade-appropriate ELA curriculum. Entering/Emerging students receive their mandated 360 minutes of explicit ENL and have an additional two periods of Writing Skills per week to support their English language growth.

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.

Content Area Instruction

Freestanding ESL: All proficiency levels receive content-area instruction in English using ENL methodologies with ENL support by a certified ENL teacher in various content areas. When possible or necessary teachers support student understanding using the student's native language. Teachers emphasize vocabulary development and non-fiction reading fluency to help make content more comprehensible. Students participate in hands-on group projects and respond in essay form to demonstrate their understanding of content topics covered. ENL support is given via content area instruction, either through literacy, science, social studies or math. Teachers work together to differentiate instruction for varying proficiency levels and ENL teachers coach teachers of ELLs in ENL methodogogies, such as scaffolding, activating prior knowledge, metacognition and use of visual materials and graphic organizers. Additional books have been purchased this year to develop our native language libraries as we have recently acquired new language groups of students. Providing books in the native language and allowing our students to provide some written responses in the native language is how we are able to support them in their native language without being able to speak it. In response to the CCSS shifts, teachers in content areas utilize the CCSS standards and stress evidence-based responses and non-fiction reading skills.

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

Students in the TBE program are assessed initially using the Spanish LAB. In order to better assess our students Native Language and monitor their growth, IS 171 purchased Myon which includes a Spanish diagnostic tool and materials in Spanish that teachers will use to assess and monitor NL skills. At the end of the year all ELLs in the TBE program take the ELE as a summative assessment.

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

We periodically test students throughout the year to monitor progress. We also interview students to evaluate their progress.

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

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

Instructional plan for SIFE: Teachers of ELLs use The Milestones program Intervention component which includes easily decodable readings to help students adjust to both a new language and a formal school setting. The school is working with the Office of English Language Learners to identify additional resources and materials to support our SIFE population.

Instructional plan for Newcomers: In addition to their weekly 360 minutes of ENL. As we examined our data we noticed that for the first time, the majority of our ELLs fall into the newcomer category. Professional development will focus on how to prepare our newcomers to take the ELA.

Instructional plan for 4-6 Year ELLs: The goal is to help them reach English proficiency before becoming a long-term ELL. They are exposed to grade-appropriate ELA aligned materials.

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.

Not Applicable

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?

ELLs who are identified as having special needs are placed into one of two programs. The first option is a TBE special needs classroom (12:1:1 bridge class). The class runs as any other TBE program in regards to the percentage of time spent in English and the students' home Language; however, it also accommodates students with special needs by offering a smaller class size, as well as a highly differentiated curriculum to address each of their individual needs. The class combines the essentials of a TBE program and a special needs classroom. The second option is a monolingual special needs classroom with Freestanding ESL services. With this option, students are pulled-out either four or eight periods per week to receive ESL services in a small class setting. Milestones is used to support academic vocabulary and non-fiction content based readings.

Chart 7 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?

We meet the needs of our ELL-SWDs by adhering strictly to their IEPs and placing them in appropriate settings. Teachers use various strategies (manipulatives, foldables, etc.) to reach grade-appropriate curricular goals.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	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 DUALY 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.

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 DUALY 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.

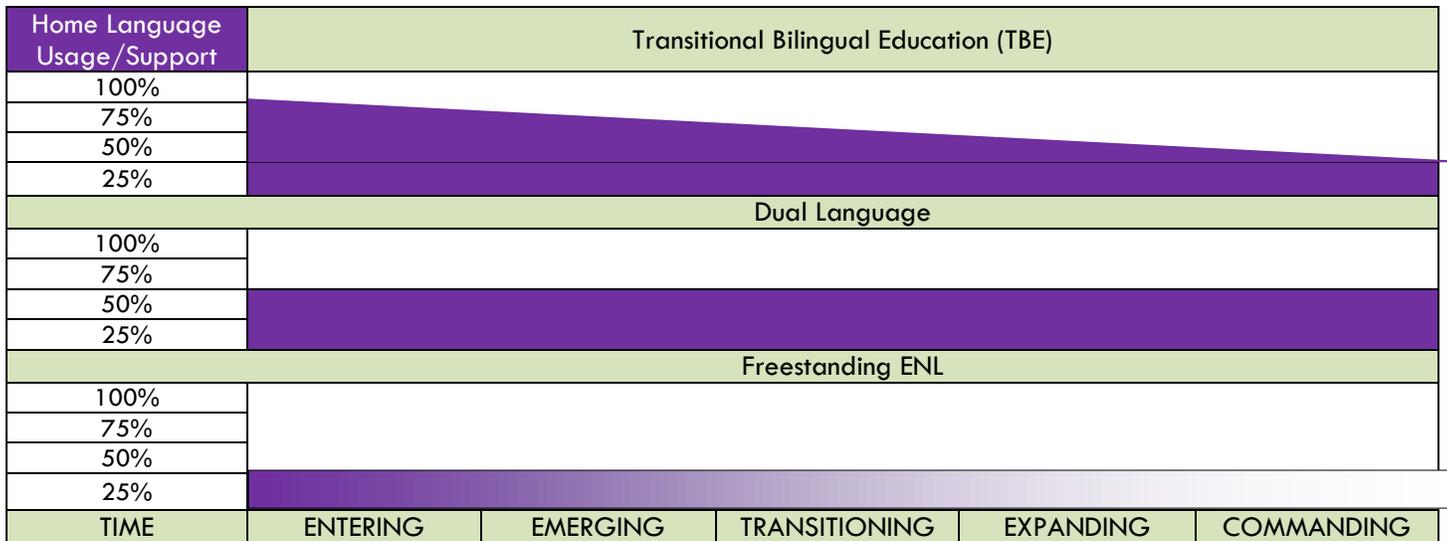


*Note: “other approved services” does not apply to New York City at this time.

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.
- Targeted intervention programs:**
All level 1s and low-2s, including ELLs are targeted as focus students. Tutorial is provided in math and ELA and instruction is in Spanish and English.
Extended day via our CBO (English & Spanish) offering reading clubs, chess, and theater.
Myon.com is used for all ELLs including LTEs and SIFE offering leveled readings and a diagnostic lexile tool
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our new program, push-in model, is in its infancy and therefore we have no data yet to measure the effectiveness of the new program and model. The belief is that push-in ESL teachers who work with multiple content area teachers, will have more opportunities to support the content-area teachers in developing their toolbox of ESL strategies that can be implemented even when an ESL teacher is not scheduled to be in the classroom.
12. What new programs or improvements will be considered for the upcoming school year?
- Myon.com has been implemented for all ELA classes as a diagnostic and tracking tool. Codex is the ELA curriculum utilized by all commanding ENL classes. ENL teachers will provide push-in support for ENL classes.
13. What programs/services for ELLs will be discontinued and why?
- Due to funding issues we no longer offer morning and after school Monday and Friday programs for the ENL population.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The receive the same educational and extra curricular opportunities as the entire school population. Gym, afterschool activities are geared toward ENL students.
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.
- We have ENL computer carts in the ENL classrooms.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- We use google translate, we have translators that we pay to come in to the school to help with translation when needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- We follow recommendations and provide services using certified teachers.
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).
- Grade orientation with grade level staff present, Parent teacher conferences with an emphasis on expectations and an introduction of staff that are available to help ENL students. Parent Coordinator, Assistant Principals, Principal, guidance counselors, deans and other supprt staff are always available.
19. What language electives are offered to ELLs?
- Not Applicable
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

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.)
Mondays from 3:00pm - 4:00 pm and Tuesdays from 9:30- 10:20 all ENL teachers meet to plan as well as out side the school professional developments.
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?

All Teachers of ENLs receive the same Professional Development as non-teachers of ENLs in all areas of Common Core Learning Standards. All staff implementing new curriculums that are aligned with CCSS attend regular professional development trainings.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Students are supported, as all students at IS 171, in elementary to middle school transitions as well as middle to high school transitions. Sixth graders have additional support from a certified guidance counselor and teachers in the grade work closely together to help students adapt to the new school, through walk-arounds, library visits, and a thorough explanation of rules and expectations. Students in 7th and 8th grades receive support to prepare them for high school through guidance counselors, Cypress Hills Community Development Corporation, and our partnership with the CUNY Summer High School Transitions program. This year we have piloted a city program, Middle School Student Success Center (MSSSC), which aids students and their families with navigating the high-school choice program.
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.

Logs of teacher PD hours in the area of ENL topics will be recorded using attendance and agendas, as well as “thank-you” letters for teachers cumulative files. The chart of teachers participation will be kept in the ELL compliance binder in AP Conlon’s office.

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?

Our school has an active and functioning PTA, a consultation committee involving parents, and has several daytime student performances for parents to attend. Parents are encouraged to participate as chaperones on all school trips. The ELL Department offers two ELL Parent Conferences, one in the Fall and one in the Spring, to teach parents about the NYSESLAT and other tests their students will be taking, as well as teaching parents how they can support their ELL child in the home. We hold a ELL Parent Conference at the school in the Fall and in the Spring. The Parent Coordinator offers Spanish translation services. Topics covered in Fall include supporting your ELL at home, how ELLs acquire language (BICS/CALP), brief overview of NYSESLAT, and other assessments ELLs must take. Spring topics include detailed look at the NYSESLAT and preparing for it. Parents also have opportunities throughout the year to meet and speak with their child's teachers during Open House, and Parent-Teacher Conferences. School Messenger provides translation services for automated messages to be sent to parents' phones. The school's website communicates the school calendar and provides another avenue through which parents and teachers can communicate. In addition, the school marquis in front of the building announces school functions and other major announcements. Additionally, parent orientations are held for parents of new admits in the fall and spring and in between as necessary. All notices sent home are provided in English and Spanish.

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.
Ms. Otero, parent coordinator, along with the PTA have workshops for parents of ENL students to help familiarize them with the school and programs available to them.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
IS 171 has partnered with Cypress Hills Community Development Corporation CHCDC. In addition to providing extensive after-school activities for students.
5. How do you evaluate the needs of the parents?
Our bilingual (Spanish-English) parent coordinator communicates regularly with parents to identify parent needs. The PTA also helps us evaluate the needs of our parents. The principal meets regularly with parents via the PTA and monthly PTA meetings to inform them of the state of I.S. 171 as well as respond to their concerns or questions.
6. How do your parental involvement activities address the needs of the parents?
Our bilingual (Spanish-English) parent coordinator communicates regularly with parents to identify parent needs. The PTA also helps us evaluate the needs of our parents. The principal meets regularly with parents via the PTA and monthly PTA meetings to inform them of the state of I.S. 171 as well as respond to their concerns or questions.

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.

Paste response here:

School Name: **IS 171**

School DBN: **19K171**

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)
Ms. Indira Mota	Principal		9/25/15
Ms. Kristen Conlon	Assistant Principal		9/25/15
Ms. Z. Otero	Parent Coordinator		9/25/15
Ms. Udo	ENL/Bilingual Teacher		9/25/15
Laura Pacheco	Parent		9/25/15
Ms. Bhunut/ENL	Teacher/Subject Area		9/25/15
Ms. Montas/Science/SS	Teacher/Subject Area		9/25/15
	Coach		9/25/15
	Coach		9/25/15
Ms. Vivas	School Counselor		9/25/15
Ms. Joyce Stallings-Harte	Superintendent		9/25/15
	Borough Field Support Center Staff Member _____		9/25/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 19K171 School Name: Abraham Lincoln
Superintendent: Joyce Stallings

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) 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.

Home Language/ Parent Surveys are completed for every student upon registration. These surveys provided us with information about the translation needs of our families.

- Annual School Report Card provides us with information about our general school population.
- Parents Preferred Language Forms are completed for every family upon registration. These forms indicate the language preference of each family and inform the school of oral and written translation needs.

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.

Spanish, Arabic, Bengali, Chinese

Part B: Creating a Communications Calendar

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.)

We plan to provide written translation of all parent letters. Important information such as the Discipline Codes, parent workshop schedules, parent conference and open school night announcements and flyers will be written in languages other than English. At IS 171, we use our bilingual parent coordinator as well as other teachers to translate written information into Spanish. When necessary, we will utilize the DOE Translation Unit to translate into other languages.

b. As an additional option, and to be used sparingly, teachers will be encouraged to utilize online translation websites like Google Translation to provide written communication home.

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.

Parent Teacher Conferences - September 16, 2015, November 18, 2015, March 16, 2016, May 11, 2016
Parent Meetings throughout the school day and Graduation Activities

Part C: Providing Language Assistance Services

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.

We will have our bilingual parent coordinator as well as Mr. Skelton, our dean, translate for our Spanish speaking parents. We have a papa professional who can translate for our Bengali parents.

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.

We will have in house training for our staff on proper protocol for sending home translated documents and having translators present at parent meetings.

Part D: Training Staff on Policies and Procedures

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 will be notified via email the procedures on how to use the translation unit and phone interpretation services.

Part E: Providing Notice of Language Assistance Services

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

IS 171 will provide each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parents Rights and Responsibilities so that they will be aware of their rights regarding translation and interpretation services..

- The school will post signs in conspicuous locations, such as the sign-in desk and in front of the office, welcoming parents as well as informing parents that translation services are available. This notice is provided in covered languages and is downloaded from the DOE website.
- Our school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- Currently, our major language group is Spanish (a covered language). Should we experience a rise (10% of students or more) in a language group that is not a covered language, the school will contact the Translation Services Unit to obtain necessary signage and required forms to be translated.

Part F: Monitoring and Quality Control

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

We will send home a parent survey to evaluate the quality of the translation services provided.