



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

**DBN: (i.e. 01M001):**                   **19K174**

**School Name:**                       **P.S. 174 DUMONT**

**Principal:**                             **INGRID MASON**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S./M.S. 174 School Number (DBN): 19K174  
Grades Served: 4<sup>th</sup>, 5<sup>th</sup>, 8th  
School Address: 574 Dumont Ave Brooklyn, NY 11207  
Phone Number: 718-345-1223 Fax: 718-345-8808  
School Contact Person: Elsa Grandison Email Address: lmason@schools.nyc.gov  
Principal: Ingrid Mason  
UFT Chapter Leader: Patricia Lett  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: Elsa Grandison  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ms. Rosanna Rodriguez  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 19 Superintendent: Joyce Stallings-Harte  
Superintendent's Office Address: 557 Pennsylvania Ave Brooklyn NY 11207  
Superintendent's Email Address: JStalli@schools.nyc.gov  
Phone Number: 718-240-2741 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street Brooklyn NY  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 718-935-3954 Fax: 718-935-2382

## 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)
Ingrid Mason	*Principal or Designee	
Patricia Lett	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Veronica Singleton	DC 37 Representative (staff), if applicable	
Rosanna Rodriguez	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>	
	CBO Representative, if applicable	
Glenda Webster	Member/ Parent	
Maria Araujo	Member/ Parent	
Joanna Brea	Member/Parent	
Jouralema Whitehead	Member/Parent	
Randy Chrust	Member/Teacher	
Elsa Grandison	Member/ Guidance Counselor	

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.

P.S. 174 is a small learning community

The mission of P.S 174 is to promote all students with a rigorous standards-based education. Our goal is to develop a community of learners who will become good citizens with an awareness of their importance in the world. Strong parent involvement will enhance the link between home, school and the community. As a school community we seek to develop a community of strong readers, writers, thinkers, and problem solvers who will utilize these skills to become productive members of their communities. Our vision is to empower students to develop a love of learning, while cultivating strong personal and academic behaviors. Our work is guided by our core principle of youth development, civic duty, collaboration, and perseverance.

As a small learning community, serving 136 students allows us to provide our student body with a level of individualized attention found less frequently in larger school communities. The emphasized individualized attention is centered on our expectation that all students who given the opportunity can perform at high levels of achievement. Working together, staff students and parents have used small success as springboards to move forward towards greater accomplishments. Students and parents benefit from a close relationship with school staff. Ongoing communication and collaboration as well as the providing for the needs of the whole child are the strengths of our school. Our training and emphasis over the past several years on the Nan Henderson's, "Resiliency Building in Schools" has framed our success in meeting the social and emotional needs of students. Students feel safe, supported and have forged relationships with staff members that continue after even after they leave P.S. 174 thereby continuously promoting 174 as a pillar of the community.

Recognizing the importance of community based organizations in educating our youngsters, the following linkages have been established with our school community: East New York Psychotherapy, ENY Diagnostic Center, Creative Connections, CITE, Urban Arts, Center for Mediation, Soul Tigers, Pens of Power, East New York Urban Youth Corp, Partnership for the homeless. In addition, to promote parent engagement and support we have established partnerships with Brooklyn Bureau of Community Services to provide continuing education services.

Understanding that students thrive in a supportive and nurturing environment, our school has developed various opportunities to allow our students to achieve success across multiple experiences . Including, for example:

Studio in a school, visual arts program

Story studio, literacy connection program

Creative Connections Entrepreneurship and College and Career Readiness

After-School 21<sup>st</sup> Century programs (Glee Club/Chorus/Dance/Karate).

Attendance Improvement and Dropout Prevention (AIDP) "Success Mentoring"

Swimming

Character Development Program (Value of the Month)

College Now, to foster readiness and early college exposure

College Road Trips (Columbia State University, Long Island University, Jacob Javitz – College Fair, Poly Prep Day School, Morgan State University, etc.).

There is clear and consistent communication of the mission and vision for our students, parents and faculty. As a result of that clarity, our school has been successful in its development of a supportive learning environment which has promoted a positive school culture. Indicators of our accomplishments included our implementation of various programs and initiatives that promote youth leadership and positive self-esteem. They include our College Now; Mentoring programs; Dance; Chorus; Karate; character development; social/emotional and service learning projects to foster and promote a positive and supportive learning community.

School leaders consistently communicate high expectations through established systems of training, accountability, and collaboration to ensure that staff understand and follow through with desired expectations set by administration.

The teachers are routinely engaged in structured, inquiry-based professional collaborations. Distributed leadership structures are in place. Established inquiry-based collaborative practices promote the achievement of school goals, the implementation of Common Core Learning Standards, and strengthen the instructional capacity of teachers. Further defined leadership structures enable teachers to have a voice in key decisions that promote improved pedagogy and shared leadership with a focus on improvement of student learning.

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and content standards and strategically integrate the instructional shifts. Rigorous habits and higher order skills are emphasized in curricula across grades and subjects. The school leaders and faculty promote both curricular coherence and college and career readiness for all students, ensuring that a diversity of learners can demonstrate their thinking and are cognitively engaged.

A system of communication with the Students and families is in place to ensure that they are regularly informed of progress made towards student academic goals and social emotional well-being. Through strategic systems such as: the use of Engrade Pro (an online reporting system), monthly progress reports, and unit syllabi students and parents are provided with ongoing and detailed feedback. Guidance and advisement supports are enhanced through our “Core Values” program, mentoring, conflict resolutions, respect for all, and opportunities for students led initiatives. For example, the 8<sup>th</sup> grade students coordinated and executed this year’s Black history month program, 5<sup>th</sup> grade students organized teacher appreciation luncheon for all staff members. Celebratory practices allow students and parents to have the opportunity to share in celebrations which recognize student achievement, academic progress, attendance and positive behaviors and decisions, further enhancing an environment of success for students.

Evidence of improvement: An additional \$5,000.00 rewarded in grant funding for improvement in students with chronic absenteeism. Based on the 2014-2015 Quality Review we improved in two areas: Ensure engaging rigorous and coherent curriculum in school culture professional development from “under-developing” to “developing” and the second School Culture and professional development from developing to “proficient” as reflected in the November 2014 Quality Review. Improvement in questioning techniques, better understanding of close reading, math protocol. Execution of plans and strategies from meetings to the classroom to address and support the school’s student population and their specific needs.

The school is in its final year of phase-out is committed, and will support 5<sup>th</sup> grade students across three classrooms (One self-contained, and two general education). The projected enrollment for the 2015/2016 school year is 50 students; 20% which are special needs; 15% temporary housing; 10% English as a Second Language Learners; 36% have been previously retained and 12% are overage (two or more years below the required grade level) which will comprise of the total student population.

The school continues to face some challenges in the area of the instructional core. According to the 2014 quality review, the school is continuing to develop in the area of assessment to adjust instructional decision at the team and classroom levels. “Across classrooms, teachers use common assessments aligned with the school’s curricula, yet teachers’ assessment practices vary in their use of checking for understanding across classrooms ” (QR). Across classrooms, student work products did not consistently incorporate rigorous tasks or engage all students in discussion to ensure learners thought deeply about concepts presented. Across classrooms, teachers are beginning to provide all learners with appropriately challenging tasks. However, the uneven engagement and demonstration of higher-order thinking skills in student work products reflects the inconsistent use of multiple entry points. This is a challenge that is being addressed through (classroom observations, job-embed professional development, Mondays’ professional learning community, common planning, and external consultants). As a result, teachers are working to consistently make strategic instructional decisions in their use of assessment, improved teaching methodology, curriculum development and planning, and use of resources to leverage improved student outcomes.

While teaching and the development of teacher pedagogy continue to be an area for further development, the element of the Framework for Great Schools that we made the most growth in during the 2014-2015 school year is within Tenet # 4.2, Teacher Practices and Decisions. In particular we have been successful in developing systems to promote student understanding and ownership of their learning. Through the use of student portfolios, student-led parent teacher conferencing, creating learning goals. In 2015-2016 we will need to continue this work to effectuate improved student performance. Increasing opportunities for more student-centered activities where the teacher is the facilitator of student learning and a continued reduction in teacher-centered approaches to instruction. Combined with strategic and regular monitoring of student performance through formative and summative data. The school’s focus with an emphasis on teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. (D) Teacher implementation 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.

In recognizing the need to apply the formal, informal, summative data to strategically tailor lesson for all students our mission will be to ensure that across classrooms, teachers use common assessments aligned with the schools curricula, on-going checks for understanding, and are making adjustments to curricula and instruction to meet the learning needs of all students. This will be accomplished by implementing ongoing staff development initiatives, establishing collaborative ventures with the community linkages, RTI, encouraging parental/family involvement, building transitional agency supports and using all resources to empower, cultivate, and build all students in the 5<sup>th</sup> grade.

## 19K174 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	04,05,08	Total Enrollment	129	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
				4
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	80.2%	% Attendance Rate		91.2%
% Free Lunch	86.9%	% Reduced Lunch		0.5%
% Limited English Proficient	6.3%	% Students with Disabilities		29.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		65.3%
% Hispanic or Latino	32.0%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	1.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.24
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.6%	Mathematics Performance at levels 3 & 4		3.3%
Science Performance at levels 3 & 4 (4th Grade)	57.1%	Science Performance at levels 3 & 4 (8th Grade)		13.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>School leaders consistently communicate high expectation for professional conduct, instruction, communication, and other elements of the Danielson Framework to the entire staff. School leaders and staff consistently communicate expectations to students that are connected to a path to college and career readiness and offer ongoing feedback .</p> <p>The findings of our self-assessment revealed that despite the fact that we have developed additional protocols to support accessible data to drive “real time” instruction (student goal sheets, student-teacher conferencing sheets) the impact of that analysis on student achievement isn’t consistent with staff members and not utilized as intended amongst all staff. However, as a school community we have identified the following strengths that grew out of our yearlong focus in the 2014-2015 school year, based on our Priority Focus School Quality review, and schools snapshot.</p> <p>Strengths:</p> <p>The development of a “Skills Concept Mastery Form” in which staff use to analyze the number of student(s) demonstrating understanding of expectations, mastery of expectations, or mastery beyond expectations of a unit and plan for next steps. There are mid-chapter/unit action plans used to identify students who are scoring at specific intervals, and to list target skills, conceptual gaps, and next steps for the student groups.</p>		

Needs of Improvement:

There is an inconsistency in teachers checking for understanding and tracking student responses, analysis of data and next steps for instruction. For example, three fourth-grade team analyses determined students who demonstrated levels of understanding and determined implications for further instruction. Yet two fourth-grade unit analysis did determine the numbers at each level of mastery it did not determine the implications for further instruction. Some post-teaching results are unanalyzed or re-teaching is unplanned, missing opportunities for targeted support to increase students' achievement.

A careful analysis of our practices has lead us to conclude that we must set a goal that will improve the use common assessments to measure 5<sup>th</sup> grade student progress towards goals across classes and subject areas.

**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, all teachers will improve their teaching pedagogy and use of effective assessment practices as measured by an increase of 1 level on the advance framework for Questioning and Discussion, Student Engagement, and Assessment (3b, 3c, 3e).

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide regular professional development opportunities to deepen teacher content and pedagogy surrounding assessment and next steps.</p> <ul style="list-style-type: none"> <li>• Common planning periods are embedded in the school program at a minimum of two times a week to allow for teachers to meet, to identify and discuss assessment practices and planning next steps.</li> </ul>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal, Asst. Principal, Lead Teachers, Talent coach</p>

<ul style="list-style-type: none"> <li>• Provide multiple opportunities for building teacher content knowledge through “lunch and learns,” attending institutes and workshops, attendance at on-sight and off-sight workshops hosted by the superintendent and/or central office. Specifically on the following topics: Interim assessments to monitor and revise curriculum; Use of student data to plan and set goals; further development of teacher teams to use data to inform instruction.</li> <li>• Use of distributive leadership model to allow “effective” teachers to lead professional development activities around data sets such as Measuring Up Live, Unit test, Chapter test, portfolio work, pre post-test, MYON, imagine learning, and student Lexile data to build capacity to support shifts for individual and subgroups of students.</li> </ul>			
<p>Implement strategies and create monitoring systems and structures which support flexible groups to meet the needs of struggling students.</p> <ul style="list-style-type: none"> <li>• Employ Universal Design for learning strategies to ensure that the delivered curriculum provides access to content for all learners.</li> <li>• Consistent and coherent identification of students according to need as intensive, strategic, and benchmark to provide Tier 1 and Tier 2 services during weekly common planning sessions . Further</li> </ul>	All teachers	September 2015 to June 2016	Principal, Asst. Principal, Lead Teachers, Talent coach

<p>development of the RTI program to include cohesive use of a research-based curriculum to address the needs of the school's tier 3 population.</p> <ul style="list-style-type: none"> <li>• Establish monthly data meetings to review student performance data to determine eligibility for re-teaching, tier 1 and tier 2 supports.</li> </ul>			
<p>Provide on-going feedback based on data to parents to promote optimal parental engagement. Moved this to a bullet</p> <p>Implement a range of strategies and initiatives to promote optimal parental engagement:</p> <ul style="list-style-type: none"> <li>• Provide parental workshops on a range of issues including: <ul style="list-style-type: none"> <li>- rigorous and coherent curricula</li> <li>- Common Core Learning Standards (CCLS)</li> <li>- Formative and summative assessments</li> </ul> </li> <li>• Provide parents with a unit syllabus which outlines the content taught and assessments given throughout the unit.</li> <li>• Use Engrade as a means to communicate with parents and students about academic performance throughout the unit.</li> <li>• Use of Tuesday's for academic celebration</li> </ul>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal, Asst. Principal, Lead Teachers, Talent coach</p>

around student work and performance.  • Review and evaluate on a monthly basis data relating to parental engagement and adjust program to meet emerging needs			
Develop and implement systems and strategies for administrators to provide teachers with more rigorous and regular feedback to ensure that is clear, targeted, actionable and timely provide teachers with actionable feedback	Administrators	September 2015 to June 2016	Principal, Asst. Principal, Lead Teachers, Talent coach

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Priority and focus monies will be used to support teacher development of content and pedagogy. Our school will partner with National teaching Network to build teacher content knowledge and pedagogy.											
Resources needed include:											
<ul style="list-style-type: none"> <li>• Teacher teams, administrative cabinet</li> <li>• Superintendent Office support, coaching and modeling</li> <li>• Outside consultants, community based organizations</li> <li>• Borough field support center, Instructional directors</li> <li>• Core Curriculum in math (Go Math); Reading (Ready Gen, MYON, Imagine learning)</li> <li>• Curriculum maps and pacing calendars</li> <li>• Student goal sheets</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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• By mid-January, all staff will use a variety of data sources to determine growth in teacher pedagogy in the areas of Danielson's domain(s) #3b, 3c, 3e.

• By Mid-January all staff will use a variety of data sources including MOTP results to determine teacher improvement in pedagogy.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>As a school community we have successfully sought to improve our school’s ability to effectively address barriers to social and emotional developmental health and well-being that will allow students to learn and strive in a safe and healthy community. All constituents contribute to the school community to provide and secure learning environment which promotes student’s positive self-image and self-esteem, which in turn leads to positive academic growth. To this end, students are afforded increased opportunities to become academically, socially, and emotionally successful.</p> <p>The finding of our self-assessment (DTSDE TENENTS) revealed that we are effective in this area. According to the Consolidated report the school met the 1% increase. Our recent school quality review report 2014-2015 findings stated that we were “proficient” in this area. This shows an improvement from our previous quality review report (2013-2014) which indicated that we were “developing” in that area. “School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness and offer ongoing feedback. School leaders provide training and have a system of accountability for those expectations. Staff and school leaders communicate consistently to help families understand student progress toward those expectations” (QR).</p> <p>As a school community we have identified the following strengths that grew out of our yearlong focus in the 2014-2015 school year, based on our Priority and Focus School Quality Review, and school’s snapshot.</p> <p>Strengths:</p>		

Parents reported that the school communicates consistently about student progress through access to an electronic grade and behavior reporting system, called Engrade, emails, and back-packed letters, monthly calendars translated in Spanish, and phone calls as a way to for them to support their children at home. The school has an open door policy so that parents can visit the school meet with the administration or teachers and visit the classes. Path to college and career readiness, through college now classes, where students learn what it is like to attend college. Staff collaborates with administration to determine the professional development calendar, which includes weekly collaborative team meetings, inter-visitations, and lunch-and-learn sessions, outside workshops and network-sponsored sessions, and weekly professional learning community sessions. Grade leader's turn-key their learning's sharing and developing content knowledge and leadership. Teachers receive feedback on the classroom implantation of the collaborations and development sessions. Staff participates in Walkthrough of each-others rooms using the ghost protocols.

Needs of improvement:

Ensure there is coherence in the professional development menus to address the particular needs of new or struggling staff in order to ensure that all staff members are using a comprehensive and coherent curriculum or program to address the needs of struggling students. Use a wide variety of data and behavior management techniques to address student social and emotional development needs. Strategically plan to deliver and monitor timely services and supports to students.

A careful analysis of our practices has led us to conclude that we must set a goal that will leverage the use of data and the knowledge of children's developmental stages to address student social and emotional needs to strategically plan, deliver, and monitor timely services and supports to students.

## **Part 2 – Annual Goal**

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

By June 2016, all students will demonstrate academic growth in ELA and Math as evidenced by a 40% increase on the mid and post unit test.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide regular professional development opportunities to deepen teacher understanding of various strategies and approaches to addressing students social, emotional and developmental needs.</p> <ul style="list-style-type: none"> <li>• Provide multiple opportunities for building teacher capacity to establish classroom cultures that promote respect,</li> </ul>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal, Asst. Principal, Lead Teachers, Talent coach</p>

<p>collaboration, and student-to-student discussion.</p> <ul style="list-style-type: none"> <li>• Establish common assessments and bench marks school-wide to include quarterly, monthly, and daily assessments.</li> <li>• Implement common planning opportunities for teachers to collaborate, plan, and make curricula adjustments.</li> <li>• Establish data team to analyze and monitor student progress during each unit of study.</li> </ul>			
<p>All stakeholder will have an opportunity to engage families.</p> <ul style="list-style-type: none"> <li>• Parents will receive unit syllabi at the beginning of each unit of study which details the learning in that unit.</li> <li>• Parent will receive monthly progress reports.</li> <li>• Parents will be encouraged to attend “#teamworktuesday to increase parent knowledge of curriculum, state standards, and available resources to support student growth.</li> </ul>	<p>Teachers Paraprofessionals Administrators</p>	<p>September 2015 to June 2016</p>	<p>Principal, Asst. Principal, Lead Teachers, Talent coach</p>
<p>Create and monitor systems and structures which support flexible groups to meet the needs of struggling student’s.</p> <ul style="list-style-type: none"> <li>• Develop detailed learning intervention plan(s) based on student data, chosen strategies, and individual learning needs for English Language Learner’s,</li> </ul>	<p>Teachers Counselors ELL teachers Administrators</p>	<p>September 2015 to June 2016</p>	<p>Principal, Asst. Principal, Lead Teachers, Talent coach</p>

<p>Students in Temporary Housing, and hold-overs.</p> <ul style="list-style-type: none"> <li>• Provide learning experiences that will allow students to take ownership of their learning goals, student lead conferences, and student lead portfolio presentations.</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Budget and Resources needed include:</p> <p>Priority and focus monies will be used to strengthen teacher content knowledge and improve teacher pedagogy.</p> <ul style="list-style-type: none"> <li>• Teacher teams, administrative cabinet, external consultants (NTN, Generation Ready)</li> <li>• Superintendent office support, coaching and modeling</li> <li>• Outside consultants, community based organizations</li> <li>• Curriculum maps</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By Mid-January 2016 there will be a 40% increase on two mid-unit test in ELA and Math.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	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).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>The staff collaborates with administration to determine the professional development calendar, which includes weekly collaborative team meetings, inter-visitations, outside consultants, workshops, lunch-and-learns. Grade leader’s turnkey their learning’s sharing and developing content knowledge and leadership. As a measure of accountability, the administration reviews agendas and notes from teacher team meetings and then uses those areas to look for in the classroom observations and development sessions. Additionally, staff participates in walkthroughs of each other’s rooms using a particular protocol, called the ghost protocol. This helps staff determine a coherency around high expectations for all.</p> <p>Administration structured the master schedule such that teacher teams meet weekly in teams for professional collaboration on curricula, inquiry, looking at student work using the Atlas protocol, data analysis, and sharing best practices. Teachers, including those new to the profession, work in collaborative and professional teams weekly, resulting in improved professional capacity.</p> <p>Strengths:</p> <p>The majority of teachers are engaged in structured, inquiry-based professional collaborations. These collaborations promote the achievement of school goals and the implementation of Common Core, including instructional shifts, strengthening the instructional capacity of teachers. Further, teachers have built leadership capacity and have a voice in key decisions positively impacting student learning across the school.</p> <p>Needs of improvement:</p>		

Ensure the implementation of common assessments across 5th grade classes and that they are evaluated, used to adjust instruction and to determine progress towards goals for all subjects and all learners. Develop school-wide strategies for teaching conflict resolution and negotiation skills.

**Part 2 – Annual Goal**

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

By June 2016, all staff will collaboratively create and implement of five units of study in all content areas as evidenced by 80% attendance during morning and lunch and learn planning sessions.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Continued development of staff-led teacher and para-professional collaborative</p>	<p>All teachers and para-professionals</p>	<p>September 2015 to June 2016</p>	<p>School leadership team</p>

inquiry teams by providing common planning periods at a minimum of two times a week, to focus on the analysis of assessment data and student work to improve teacher practice and student achievement.			
Professional development and support for teachers to further develop the consistency of practice in the use on ongoing checks for understanding and formative assessment to make effective adjustments to meet specific students' learning goals.	All teachers	September 2015 to June 2016	School leadership team
Use of distributive leadership model to allow "effective" teachers to lead professional development activities during "Teamwork Tuesday's"	All teachers	September 2015 to June 2016	School leadership team
Conduct frequent and regular observations and provide effective feedback to teachers which lead to timely, actionable change to ensure that all teachers are using data- to meet the needs of struggling students including (STH, IEP, Previously Retained, ENL learners).	All teachers	September 2015 to June 2016	School leadership team

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

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

By Mid-January 2016 , staff will collaboratively create and implement three units of study in all content areas as evidenced by 65% attendance during morning and lunch and learn planning seasons.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>The school leader has worked with the school community over the years to actively engage all stakeholders in the development and ownership of SMART goals connected to increased student achievement and social-emotional development that are understood and expressed with supports to attain these goals. Following the change of status to a Phase-out school she has relentlessly ensured that all stakeholders remain fully committed to the school's vision, which is to empower students to develop a love of learning, while cultivating strong personal academic behavior, and to its main goal, which is to develop a community of learners who will become good citizens with an awareness of their importance in the world.</p> <p>She has also ensured that the work of the school continues to develop a community of strong readers, writers, thinkers, and problem solvers who will utilize these skills to become productive members of their communities and that the schools is guided by our core principle of youth development, civic duty, collaboration, and perseverance. Strong parent involvement will enhance the link between home, school and the community.</p> <p>The school leaders recognize that making strategic decisions to organize programmatic, human, and fiscal capital resources becomes even more important as the size of the student population declines and the size of the budget decreases to ensure that students receive the appropriate services to address specific student needs.</p> <p>Recognizing that strategic and targeted intervention (RTI) must be in place to address the needs of the student population; 2 0% which are special needs; 15% temporary housing; 10% English as a Second Language Learners; 36%</p>		

have been previously retained and 12% are overage (two or more years below the required grade level) the following goal has been established.

**Part 2 – Annual Goal**

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

By September 2015, the school leader will coordinate implementation of Response To Intervention (RTI) services to all students aligned to student needs evidenced by 85% receiving Tier 2 and Tier 3 intervention services to achieve a minimum growth of 100 points by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Through on going professional development and other forms of communication the principal</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrators</p>

will continue to ensure that high expectations, grounded in Danielson Framework for Teaching, are consistently communicated to staff.			
The principal will provide effective feedback to teachers which leads to timely, actionable change to ensure that all teachers are adjusting their instruction to meet the needs of all students	All Teachers	September 2015 to June 2016	Principal
School leaders and staff will also continue to communicate expectation connected to college and career readiness skills with families to support and understand the steps towards student progress	Teachers Parents students	September 2015 to June 2016	Administrators
The principal will continue to strategically use resources to support the development of teaching and learning, by making key budget decisions to support the schools' short and long term instructional goals	Principal	September 2015 to June 2016	Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By Mid-January 2016 , Students receiving Tier 3 and Tier 2 services will have increased their lexile levels by 50 points.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
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.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Staff and school leaders communicate consistently to help families understand student progress toward academic goals and expectations. Parents reported that the school communicates consistently about student progress through access to an electronic grade and behavior reporting system (Engrade), emails, backpacked letters, and phone calls. The school has an open door policy so that parent can visit the school, meet with administration or teachers, and visit classes. Parent also spoke about the school communicating paths to college and career readiness, through career day and college now classes, where students learn what it is like to attend college. The school initiated a weekly event to support parent engagement called “#teamworktuesday.” Parents have the opportunity to visit their children’s class and be informed of their overall academic progress by their teacher and learn strategies to help their child academically. Parent also has the opportunity to attend clinics scheduled on the #teamworktuesday nights with a range of topics. For example: Learn how to monitor your child’s academic progress (Engrade Clinic), Learn how to improve your child’s comprehension level (Myon Clinic), Assess school resources to promote academic success (WEB Clinic), 4<sup>th</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade state academic success (English Language Arts Clinic), 4<sup>th</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade test overview (Mathematics Clinic).</p> <p>In spite of the success parental involvement continues to be a challenge for the school as shown by low attendance to the clinics, and #teamworktuesday classroom activities.</p>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, One hundred percent of parent will receive end of unit test data (6 weeks) for all subjects and have the opportunity to participate in “#TeamWorkTuesday” as evidenced by 30% growth from September to June in attendance on “#TeamWorkTuesday” events.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>We will continue the monthly celebrations to highlight student attendance, character education traits and social / emotional character building</p>			
<p>We will hold monthly assemblies to encourage all</p>			

parents to have the opportunity to dialogue with the principal, as well as foster school / community relations			
We will hold monthly PTA and School Leadership Team meetings. Data will be incorporated into discussions. Student Progress report cards will be sent home for all 3 marking periods			
We will hold parent workshops based on parent input during monthly meetings. Student interest surveys will continue to be provided to parents to assist us in planning parent / student and outreach programs			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By Mid-January 2016, One hundred percent of the parents will receive data from two end of unit test (6 weeks) for all subjects and 15% of the parents will have participated in two “#TeamWorkTuesday” activities.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## 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.		
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.

#### 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).

### 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.).
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**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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	149,212.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	105,386.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	465,971.00		

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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**Parent Involvement Policy (PIP) 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. **[School name]**, 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. **[School name]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

#### **I. School Responsibilities**

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

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

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

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

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

DBN: **19K174** School Name: **Dumont School**  
Superintendent: **J 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](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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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.

The ATS and registration enrollment data for our ELLs shows our population prefers their oral and written communication in Spanish. This is primarily indicated on the HLIS form, part 3, Emergency contact cards, and again on the language preference questionnaire.

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.

Our entire ENL population has an L1 in Spanish. They all chose to have their written and oral communication in English.

## Part B: Creating a Communications Calendar

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

Our school disseminates several documents to families throughout the year. These documents include newsletters, calendars, conference announcements, after school and before school information, and any other information beneficial to ENL families.

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.

During the school year, parents will be given several opportunities for personal meetings with staff. We also will be holding annual individual meetings. Parents and families are encouraged to share any concerns they have with us through the school year, personal or academic. We will have a Back To School Night, Parent-Teacher conferences, as well as schoolwide or classroom showcases. In addition, we have weekly time allotted for teachers and staff to engage with parents and families. during informal and formal interactions. Often times if a Spanish speaking family needs to be reached, our parent coordinator will contact them.

## Part C: Providing Language Assistance Services

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

Our school will translate to the best of their ability any and all notices sent to families. As needed, we will use the Translation and Interpretation Unit to assist in this process. We also will use the DOE website for readily made translations (ie:parents bill of rights).

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.

Our school has many staff members who speak languages other than English. As needed, they will help in the interpreting for new families and parents. If we do not have a staff member available that speaks

the parents home language, we will use the Language and Interpretation Unit to interpret for us by calling 718-752-7373

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

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

Our staff has been provided with the information and tools to use the interpretation services afforded to us. We have our \*\*\*\*language poster posted in our mail office, and palm cards are distributed to teachers. Teachers can request additional cards as needed. The ENL teacher and administrators will ensure that teachers are equipped with the tools they need to provide translation.

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

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

### Checklist of Notification Requirements

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

Our school has the Welcome Poster easily accessible in our entranceway to the school. This poster informs families that we can assist them in their native language. The language ID card is available in the main office. We also have the Translation and Interpretation Unit informational brochures available for parents and families to explain the service available, and how to access it. The parents bill of rights is given to parents at the time they come in regarding registration. It is provided in their home language, via the DOE website, at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/default.htm>

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

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

Using the translation services, we will ask the parents when available describe the availability and quality of the service. A written parent survey may be used, but will need to find/create in the parents L1.

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>174</b>
School Name <b>The Dumont School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Ingrid Mason</b>	Assistant Principal <b>Frances Jeffrey</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Nicole Cafaro</b>	School Counselor <b>Elsa Grandison</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Mrs. Rodriguez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Zahira Torres</b>
Related-Service Provider <b>Rebekha Schubert</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Joyce Stallings Harte</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	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]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
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]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	50	Total number of ELLs	5	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	5	<b>Newcomers</b> (ELLs receiving service 0-3 years)	0	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

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

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

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

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						5								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
We use MYON Reading Program to evaluate student reading levels/lexile levels and comprehension ability. This data will drive differentiated instruction for our ELLs, as well as determine guided/independent reading levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The data reveals different areas of student success, and also areas in need of improvement. We have 3 students at a Beginner level, and 2 at advanced. It allows for creation of subgroups of students for targeted, specific programs to help students have successful academic outcomes.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
PS174 plans to use the AMAO data to create targeted, and specific groups for successful learning.
- 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?  
(A.) The students in PS 174 have a freestanding ESL program. In 2015-2016, we have solely 5<sup>th</sup> grade. Our students are taking their classroom and state tests in English. (B.) The ELL periodic assessments are not currently being used (C.) Although we do not use the state periodic assessment, we use other assessments to learn about our ENLs. We assess our ELLs in their home language with various assessments such as written exams on home language and prompting oral responses in home language
- 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](#).]  
Using the Standard Treatment Protocol, we will use the data received from MYON, SOLOM, NYSESLAT/NYSITELL and regular assessments to determine if our ENLs are in need of intervention to increase their overall English proficiency.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
School leaders and educators will develop instruction to meet the individual needs of students to produce more successful academic outcomes. As a school community we will consider the language development of all of our ELLs when placement is made in a classroom, when we are scheduling their ENL services, and programming flexibly to allow for grouping to best suit the students needs.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- We do not have a dual language program
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
To evaluate the success of our program for ELLs, we will closely monitor progress for all five students. To ensure that we are meeting AYP for ELLs, we will
- Track students MYON lexile levels.
  - Use various assessments to determine levels in listening, reading, writing and speaking.
  - Use data from Imagine Learning for identifying student growth.
  - NYSITELL and NYSELAT scores, patterns

## Part IV: ELL Identification Process

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

- 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.  
Our licensed ENL teacher or a licensed pedagogogue conducts the entire check-in and testing process for ENL services.
  - Administer the HLIS
  - If the HLIS indicates the home language is not english, the ENL teacher or licensed pedagogogue will interview the student, review their work; and if student has an IEP the LPT will review all student info, consider potential SIFE status, and determine if the NYSITELL is to be administered.
  - If the student is not recommended for the NYSITELL, they are not an ELL. **\*\*this determination is ultimately made by the superintendent.\*\*** Additionally, students or their families may request reidentification procedures within 45 days.
  - If the student is recommended for the NYSITELL, it is administered within ten days of registration to confirm if ENL services are appropriate.
  - The NYSITELL score determines proficiency level, and if the LAB is required to be administered within 20 days of enrollment.
- 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).  
The first assessment tool for determining SIFE status for a student is the Home Language Identification Survey (when the parent is asked to indicate prior schooling). We will follow all of the same steps required to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we will proceed with the SIFE Identification Process as outlined below for students who are
  - Newly identified ELLs, and
  - In grades 3 to 9, and
  - At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results SIFE Identification Process
  - Administer the oral interview questionnaire
  - For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)
  - Evaluate student work.

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment and the BNDC screen is updated.
- 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).

In this procedure, The LPT is formed and reviews evidence of the students English language development. They also review and consider the IEP. Based on the information given, the LPT determines if the student will take the NYSITELL exam. IF it is decided the student take the NYSITELL , the identification process continues as with all students. IF they DO NOT recommend the student take the NYSITELL, the LPT's recommendation is sent to the principal for review. The principal then reviews the information. At this time, the principal can determine the student take the NYSITELL and proceed as all students. IF the principal determines that the student should NOT take the NYSITELL, their determination is sent to the superintendant. From this date, the parent or guardian will be notified within 3 days of the decision.

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.  
Our ENL teacher contacts the family immediately after the NYSITELL is scanned to ensure their letters are distributed within 5 days. Attempts are made by phone, certified mail, and or dropoff/pickup face to face encounters.
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).  
Parents will be informed that they have the right to appeal ELL status within 45 days. Letters will be distributed in preferred language explaining the re-identification process, and how it allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who
  - Have a home language other than English, and
  - Are ELLs and non-ELLs
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.  
The parent video is shown to each family that registers at PS174 within 10 days, often on the parents first visit. The video shows the program choices and their descriptions. The programs and choices are reviewed again with the completion of the Parent Survey and Program Selection Form, in their home language. If the video is not viewed, various attempts are made to contact and explain the choices to parents via phone, email, certified mail, or meeting at dismissal.
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.  
PS174 attempts to complete ALL paperwork, interviews, and testing immediately, on site at time of registration. Therefore paperwork will be completed in a timely manner. If it is not, various attempts are made to contact to parents via phone, email, certified mail, or meeting at dismissal to complete the process.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
PS174 strives to complete ALL paperwork, interviews, and testing immediately, on site at time of registration. Therefore paperwork will be completed in a timely manner. If there are discrepancies occur, our ENL teacher or a staff member contacts the family for completion and return. We reach out by phone, certified mail and we also meet with the parent at drop off or pick up to sign.
9. Describe how your school ensures that placement parent notification letters are distributed.  
PS174 strives to complete ALL paperwork, interviews, and testing immediately, on site at time of registration. Therefore paperwork will be completed in a timely manner. Our ENL teacher uses a checklist to ensure all steps of this process are completed properly.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
PS174 keeps ELL original documentation in the individual cum records, as well as a copy in the ESL office.
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.  
Our ENL teacher attends training, turnkeys admin and scoring procedures to staff, creates schedule, works with staff for administering, proctoring and scoring accoring to state guidelines. Licensed pedagogues are then scheduled to administer the test within the state requirements in a secure testing environment.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
All ELLs are reviewed at the beginning and end of each year based on ATS. All appropriate parent notifications are distributed accordingly. A phone call is made to the parents to let them know information is on the way to them. The same contact attempts are made; phone, mail, meetings at dismissal/arrival.
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).

All of our enrollees choose Freestanding ENL. All 5 families chose Freestanding ENL. We have not had families look for or move schools for other programs.

## 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.

We deliver services through pushing in AND pulling out students. Our ENL educator works closely with the classroom teacher to develop the most effective plan for students while pushing in and pulling groups. Depending on needs of students, groups are formed and may be flexible throughout the year, especially as students grow academically and in their proficiency. Our current population gets a balance of push in and pull out. Integrated ENL will be delivered by co-teaching by our enl teacher and a certified content area teacher.
  - b. TBE program. *If applicable.*  
n/a
  - c. DL program. *If applicable.*  
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our ESL pedagogue creates a schoolwide ENL schedule to ensure all ENL students are serviced most appropriately and effectively. Schedule is designed for each student considering levels, related services, lunch period, times of core subjects scheduled, and times of related services. The new CR154-2 chart is also used to ensure each level is receiving the appropriate number of minutes. I.e: Entering students will receive the same 360 minutes, however 180 minutes will be stand alone ENL, and 180 minutes will be integrated ENL.
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.

In our ENL program, the ENL and classroom teacher work together to deliver core content with learning objectives and simultaneously incorporate a language objective to further build english language proficiency. Based on the assessment of students academic needs, this may be delivered to the entire class, push in or pull out while developed in small group instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

For our newcomers, we regularly give assessments in the students home language. Many of these students have the language proficiency of a beginner, but have the academic skills and knowledge for grade level math, social studies and more. Later we assess with home language book reports, conversations, and other assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We use various assessments to evaluate students throughout the year. We use MYON, SOLOM, data from the Imagine Learning program, and classroom assessments. For example, students can revise/correct/improve their own previous writing, listening skills are assessed by note taking, and more.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

- A. Currently, we do not have any SIFE students. However, an individualized instructional plan for future SIFE students will receive the mandated amount of ESL instructional minutes as per CR Part 154, according to proficiency level. Their instruction will be differentiated based on their specific knowledge and needs.
- B. Newcomer students are often serviced in small groups with children from mixed level groups until they have acquired basic inter-communication skills (BICS). Using the SOLOM measuring tool, newcomers are frequently informally assessed in their speaking and listening skill in order to begin instruction to improve their BICS and later CALPS. Newcomers also often need to build foundational knowledge in phonics.
- C. Developing students instruction is driven by various assessments to determine and build upon student levels. Students are given language objectives through content area learning.
- D. Long Term ELLs are given assessments to determine which specific areas of English language the student needs to develop. By targeting the areas they need assistance in, we can help these students reach proficiency.
- E. ENL teacher works with classroom teacher to identify English proficiency skills of these students which may still need intervention.
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.
- Students at PS174 who have been re-identified as an ELL, will be reviewed and tracked by the ENL teacher, classroom teacher, and other school staff to ensure the student is growing successfully in academics and English proficiency. Student assignments, and assessments will help determine if the student is not showing such growth, and if so the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- We currently have ELL-SWDs in Self-Contained (12:1) and Integrated Collaborative Teaching (ICT) classrooms. All students are serviced by an ESL teacher using the push-in and pull-out approach. Universal Design for Learning (UDL) principals will serve as a guide to provide access to academic content areas and accelerate English Language Development. This method will give each student meaningful access to the curriculum by assuring access to the environment as well as multiple means of representation, expression, and engagement.
- The following principles should support English language Development for ELL-SWDS:
1. inclusiveness- a classroom climate that communicates respect
  2. physical space- equipment, resources and materials provide access for participation, a little physical effort in obtaining
  3. delivery methods- content is delivered and presented in multiple modes
  4. information access- use of captions videos, accessible electronic formats and printed work
  5. interaction- accessible to everyone, use of multiple ways for students to participate
  6. feedback- effective prompting during activity and constructive comments for all studentwork completed
  7. demonstration of knowledge- provisions for multiple ways to demonstrate studentwork: group work, portfolios, demonstrations, and presentations.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- We use flexibility for our ELL-SWDs. Students may attend lessons in other classrooms in some subject areas, as well as receive support in small groups to progress to proficiency. This flexibility gives our students the individualized and differentiated support they need.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

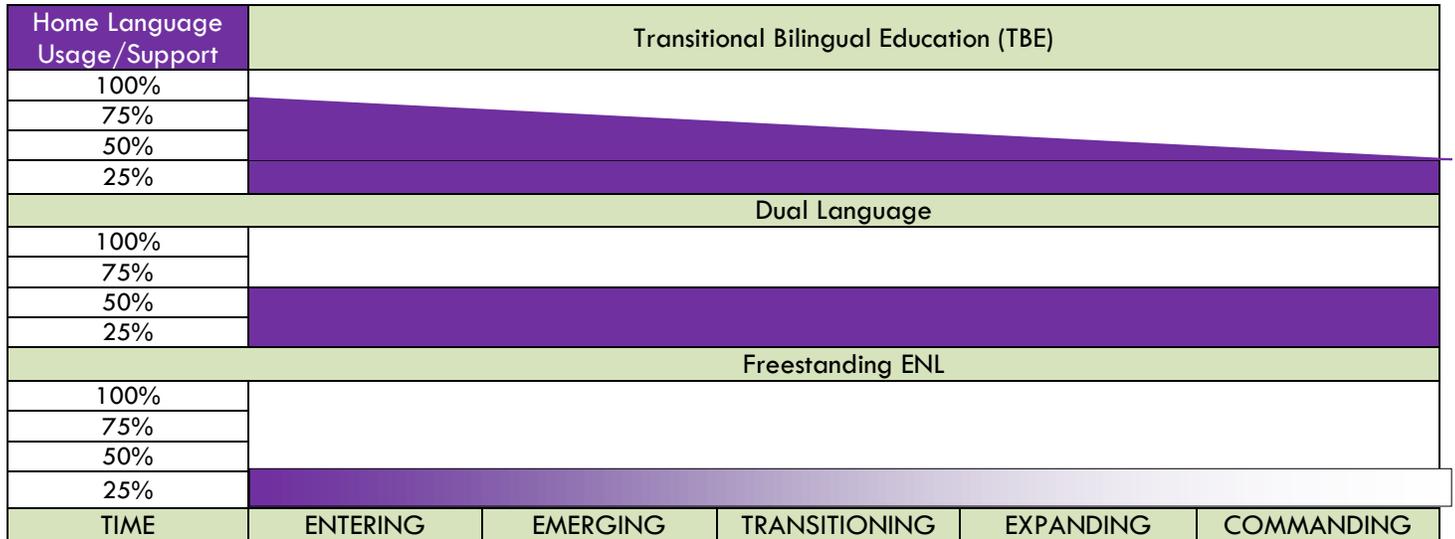


\*Note “other approved services” does not apply to New York City at this time.

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. Based on the students needs, various interventions are provided to best accommodate these learners. For students that need to develop and strenghten phonics skills, they will receive support in Foundations. For students that need to grow in comprehension, lessons will be targeted accordingly. For students that need support in math, instruction will be provided to target academic math vocabulary.
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 current program is helping students grow. By grouping children effectively and targeting their needs, we are helping students develop the necessary skills to succeed.
12. What new programs or improvements will be considered for the upcoming school year?  
With more flexible programming and specific targeted instruction for next year, we will assist our students reach their academic goals.
13. What programs/services for ELLs will be discontinued and why?  
There will be no discontinuation of any programs or services next year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs including after school and supplemental services. Any before or after school programs, as well as other programs will be available to ELLs. Notification will be sent home in the families preferred language to inform about such programs.
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.  
PS 174 uses Imagine Learning , Grammar Workshop, Words their Way, \*\*\*\*\* Based on students needs, different materials are used.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In our ENL model, students are offered assessments on a classroom level and state level in their home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Each of our classrooms with ELLs are equipped with age appropriate grade level books and resources. For classrooms in need of appropriate books, we supply them. Although our beginner 5<sup>th</sup> graders are not using big books , but are presented with information in a more age and grade level appropriate format.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
In order to help ELLs and their families become acclimated to our school, these new students are given an orientation and a tour of our school. If poossible, they will meet their new teacher before the year begins(or their 1<sup>st</sup> day for enrollment mid year)
19. What language electives are offered to ELLs?  
We do not currently offer any language electives at PS174.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
ELL personnel at PS174 attend the congruent PD as general staff in addition to targeted training in NYSESLAT, ELL content and/or updates, NYSITELL, compliance, LAP/LTI and more. Classroom teachers that work with ELLs will be provided with PD to improve their practices for ELLs.
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?  
ELL teachers receive equal support as classroom teachers as they engage in the CCLS . When targeted training and support are offered, our ELL teachers will attend to further improve practices as they progress and/or change.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We support our ELL teachers by examining what our students need to move up to their next school, and helping our teachers provide this to students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Our ENL teacher will attend various PD to reach the required number of hours. Through PWeekly and email blasts, we will be kept aware of PD opportunities. Our school secretary keeps records of PD attended inside and outside the building. Sign in sheets are kept on file.

## 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?  
Annual individual meetings are scheduled with families/parents of ELLs through the ENL teacher and parent coordinator. Students program goals, language development progress, assessment results, and language needs are reviewed and discussed.
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.  
FOR NUMBER 2 ABOVE---- Written records are kept to keep track of attempts to have annual individual meetings as well as records of the meetings themselves. These records are stored in the ESL classroom.  
  
3. Parental involvement is encouraged to ALL our families, including families of ELLs. School and after-school events are open to all, and families of ELLs are sent a translated invite or flier informing them of the event(s). For example, we have various events showcasing our students work throughout the year. We send a notice to parents in their home language. We also encourage them in our initial registration and meetings to be a part of the school community, and to attend these events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
At this time, we are looking into providing partnership with other agencies or CBO's to provide workshops for ELL parents and families.
5. How do you evaluate the needs of the parents?  
Parents are asked at enrollment and at all meetings if they need assistance with programs or of any kind. When possible, we provide connections , directions, and/or solutions to their needs.
6. How do your parental involvement activities address the needs of the parents?  
The needs of our parents are being met. We will strive to build a stronger connection with our ELL families with our individual annual meetings and further encourage families to be a part of our school community.

#### **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:

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	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: **19K174** School Name: **Dumont School**  
Superintendent: **J 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](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

---

3. 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.

The ATS and registration enrollment data for our ELLs shows our population prefers their oral and written communication in Spanish. This is primarily indicated on the HLIS form, part 3, Emergency contact cards, and again on the language preference questionnaire.

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

Our entire ENL population has an L1 in Spanish. They all chose to have their written and oral communication in English.

### Part B: Creating a Communications Calendar

---

3. 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.)

Our school disseminates several documents to families throughout the year. These documents include newsletters, calendars, conference announcements, after school and before school information, and any other information beneficial to ENL families.

4. 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.

During the school year, parents will be given several opportunities for personal meetings with staff. We also will be holding annual individual meetings. Parents and families are encouraged to share any concerns they have with us through the school year, personal or academic. We will have a Back To School Night, Parent-Teacher conferences, as well as schoolwide or classroom showcases. In addition, we have weekly time allotted for teachers and staff to engage with parents and families. during informal and formal interactions. Often times if a Spanish speaking family needs to be reached, our parent coordinator will contact them.

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

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3. 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.

Our school will translate to the best of their ability any and all notices sent to families. As needed, we will use the Translation and Interpretation Unit to assist in this process. We also will use the DOE website for readily made translations (ie:parents bill of rights).

4. 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.

Our school has many staff members who speak languages other than English. As needed, they will help in the interpreting for new families and parents. If we do not have a staff member available that speaks the parents home language, we will use the Language and Interpretation Unit to interpret for us by calling 718-752-7373

## 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.)

Our staff has been provided with the information and tools to use the interpretation services afforded to us. We have our \*\*\*\*language poster posted in our mail office, and palm cards are distributed to teachers. Teachers can request additional cards as needed. The ENL teacher and administrators will ensure that teachers are equipped with the tools they need to provide translation.

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

Our school has the Welcome Poster easily accessible in our entranceway to the school. This poster informs families that we can assist them in their native language. The language ID card is available in the main office. We also have the Translation and Interpretation Unit informational brochures available for parents and families to explain the service available, and how to access it. The parents bill of rights is given to parents at the time they come in regarding registration. It is provided in their home language, via the DOE website, at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/default.htm>

## 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)

Using the translation services, we will ask the parents when available describe the availability and quality of the service. A written parent survey may be used, but will need to find/create in the parents L1.

