



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

<b>DBN: (i.e. 01M001):</b>	<b>23K178</b>
<b>School Name:</b>	<b>P.S. 178 SAINT CLAIR MCKELWAY</b>
<b>Principal:</b>	<b>JOSEPH FRANTZ HENRY</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: St. Clair McKelway School School Number (DBN): 23K178  
Grades Served: PreK to 8th  
School Address: 2163 Dean Street, Brooklyn, NY. 11233  
Phone Number: (718) 495-7768 Fax: (718) 495-2304  
School Contact Person: Dr. Joseph Henry Email Address: Jhenry1@schools.nyc.gov  
Principal: Dr. Joseph Henry  
UFT Chapter Leader: Ms. Paula Sagon  
Parents' Association President: Palesa Sidibe  
SLT Chairperson: Ms. Monica Sylvester  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ms. Diane Dowding  
Student Representative(s): N/A

**District Information**

District: 23 Superintendent: Mauriciere de Govia  
Superintendent's Office Address: 240 St. Mark's Ave. Brooklyn, NY 11233  
Superintendent's Email Address: MDeGovi@schools.nyc.gov  
Phone Number: (718) 240-3677 Fax: (718) 385-3768

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Brooklyn, NY. 11201  
Director's Email Address: bfitzge2@schools.nyc.gov  
Phone Number: 718-935-3954 Fax: 718-935-4814

## 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)
Dr. Joseph Henry	*Principal or Designee	
Paula Sagon	*UFT Chapter Leader or Designee	
Laquaila Holland	*PA/PTA President or Designated Co-President	
Brenda Epps	DC 37 Representative (staff), if applicable	
Tameka Wright-James	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Latoya Redd	Parent Advisory Co-Chairperson	
Monica Sylvester	Member/ Grades 3-5/Chairperson	
Ophelia Nelson	Member/ Grades Pre-K-2	
Beverly Bradley	Member/ Grades 6-8	
Yulanda Kennedy	Member/ Parent	
Nicole Gathers	Member/ Parent	
Brenda Clarke	Member/ Parent	

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.

23K178 is a PreK-8 school located in the Ocean Hill, Brownsville neighborhood of Brooklyn with a student population of 404 students. Ninety percent of our families are economically disadvantaged. The school population comprises 79% Black, 18% Hispanic, 1% White, and 2% Asian students. The student body includes 6% English language learners and 20% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average student attendance rate for the school year 2014-2015 was 89.0%. And the average teacher attendance was 85.0 %.

School Mission Statement:

Through a performance and standard driven curriculum, rich in a collective historical consciousness, Math and Science, P.S. /I.S. 178K will provide a community oriented educational environment, dedicated to achieving high standards of academic excellence, which will lead to individual freedom for all. Our mission has been encapsulated into the following statement:

"To be the best there is; the best there was; and the best there ever will be".

Strategic collaborations and special initiatives:

- } Professional Development Consultants for Literacy, Mathematics and English Language Learner support: have provided professional learning for teachers who need additional assistance and grade level support to ensure teachers are planning and executing Common Core aligned lessons with components such as cognitively engaging tasks with appropriate scaffolds for English Language Learners and student with special needs.
- } School-wide positive behavior intervention support (PBIS): Positive Behavior Intervention Supports at PS/IS 178 is a means through which we will create a cooperative school climate where academic excellence is fostered through Respect and Safety.
- } Honor Roll Scholars Program: Following marking periods, scholars in grades 6-8 that have earned 85% average in all subject areas are identified to be on the Honor Roll. Honor Roll Scholars receive medals and certificates and are acknowledge during an assembly.
- } Service /Learning Events: March Into Uniforms, Walkathon, City Harvest Food Donation Drive, Toys for Tots, Recycling of bottles, papers and cans, Brooklyn Healthy School, Community Holiday Dinner.

Strengths:

PS/IS 178 has embedded professional development into its blueprint to move teacher practice and student performance.

Accomplishments:

PS/IS 178 has a Boy Talk program designed to mentor young African American and Hispanic Boys. We also partner with two community based organizations: Sports and Arts in Schools, and What About the Children. Both organizations help to empower our students by getting them ready for college and career. We also have a "Bully Team" which uses peer intervention to address issues of bullying among students; and a Green Team which educates students about recycling and keeping the school and community clean.

During the 2014-15 school year, PS/IS 178 was reviewed by our network, NYS, and our Quality Review. We showed strong improvement in several areas, with movement to "Proficient" ratings in key areas. We showed improvement in the following categories during our review; Rigorous instruction, collaboration between teachers, effective school leadership, and strong family and community ties as well as trust.

Challenges:

Our school wide focus this year is fostering a more supportive environment.

Increasing number of families in temporary housing with patterns of chronic absences at previous schools. We have continued to expand our systems and structures to monitor and increase the attendance rate of our students. At monthly assemblies, we acknowledge students with 100% attendance during the previous month. We also highlight students that continue to show improvement in attendance. Attendance Improvement Mentors (AIM) provide chronically absent students with individualized monitoring and support.

Key areas of focus for this school year are: moving teaching practice and differentiating instruction. We maintained our previous rating in the area of supportive environment.

## 23K178 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	403	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.7%	% Attendance Rate	87.6%	
% Free Lunch	88.0%	% Reduced Lunch	1.5%	
% Limited English Proficient	5.9%	% Students with Disabilities	18.7%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American	78.9%	
% Hispanic or Latino	17.2%	% Asian or Native Hawaiian/Pacific Islander	0.4%	
% White	1.7%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.17	# 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)	9.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	6.76	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.2%	Mathematics Performance at levels 3 & 4	17.6%	
Science Performance at levels 3 & 4 (4th Grade)	57.9%	Science Performance at levels 3 & 4 (8th Grade)	36.0%	
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	YES	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	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

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

**Part 1 – Needs Assessment**

<p><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.	D
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.	I
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>PS/IS 178 has ensured that the "Big Three" ( We are a community of Readers, Writers and mathematicians) is fully implemented in our school, It is evident in our classrooms,hallways and stairways.            Teachers are using Common Core aligned curriculum such as : ReadyGen, Go Math, Expeditionary Learning in the classroom.            According to our IIT Review, the school leader and teachers have not yet fully developed a comprehensive plan for teachers to partner within and across all grades and subjects. This will be a priority for the 2015-2016 school year.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June of 2016, 90% of teachers will enhance their pedagogical practices by developing curricula that engage learners and meet their varied needs in the classroom, as measured by an increase in observation ratings for Danielson component 3D (engagement).</p>



**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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</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>Guided by the belief that all children can learn with appropriate supports and scaffolding, teachers and teacher teams will fine tune</p>	<p>All subgroups</p>	<p>September 2015-May 2016</p>	<p>Strategy  Teacher Teams  and administration</p>

<p>the school's curricula to address the various subgroups of the school community. The curricula will be informed by Common Core Instructional shifts and the Danielson Framework for Teaching. As a result, all students will be able to produce meaningful work products. Model teachers will conduct intervisitation /demo lessons which highlight best practices. A protocol is in place to ensure that teachers implement what they have learned during these classroom visits. Administrators will conduct formal and informal observations to monitor teacher's learning.</p>			
<p>Use of small group instruction, questioning and discussion techniques to promote student interaction and critical thinking.</p>	<p>SWDELL, General ed. classes</p>	<p>September 2015-June 2016</p>	<p>Strategy/activity  Consultants, lead teachers and administration</p>
<p>Teacher teams meet weekly to engage in ongoing revision of curriculum maps to address assessment outcomes, allowing teachers to make more informed decisions about student learning . A protocol is in place to hold teachers and administrators accountable for revisions to the curriculum.</p>	<p>All subgroups</p>	<p>Ongoing</p>	<p>Strategy/activity  Teacher teams and administration</p>
<p>A committee of staff members and parents will work with our CBO, Sports and Arts to identify additional resources and</p>	<p>Staff,parents</p>	<p>January 2016-June 2016</p>	<p>Our parent Coordinator will be responsible for identifying resources and support for our students.</p>

<p>supports our emotionally at-risk students.</p> <p>Workshops are held by the School Leadership Team and Parent Coordinator to keep parents informed about the curriculum and how they can support rigorous instruction at home.</p>			
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**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, 50% of teachers' observation reports will reflect an increase in student engagement ( Danielson component 3D).											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<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.	D
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.	D
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.	D
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.	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>The school has the Positive Behavior Intervention System (PBIS) to promote and reward positive student behavior.</p> <p>As noted in the NYC Survey, the percentage of students who report feeling safe in the hallways, bathrooms, locker rooms and cafeteria increased over 20% from 2014 to 2015. The school is proud to consider this an area of strength.</p> <p>Our IIT review indicated that discussions with the school leader and staff showed that further training is needed to better equip staff with the skills needed to meet the wider social and emotional needs of students beyond behavioral issues. This will be a priority need in the 2015-2016 school year.</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 –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, the number of principal suspensions will decrease 2 ½ % by the continued implementation of the School wide Positive Behavior Plan and systems, as evidenced by the information recorded in the OORS management system.

**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>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</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>During the 2015-2016 school year, staff members will continue to utilize our school-wide Positive Behavior Plan system to support our student’s social-emotional well-being; thus creating an environment</p>	<p>Entire student body</p>	<p>September  2015-June 2016</p>	<p>Strategy  PBIS team, Dean  Administration</p>

<p>where there are minimal disruptions and conflicts.</p> <p>We have partnered with NYPD/School Safety to implement the "World Girls" (Women Obtaining Respect Through Leadership and Decision Making) which invites young ladies to join together to strengthen themselves, their peers, and their community by improving their decision making skills and their ability to be leaders instead of followers.</p>			
<p>In addition, new staff members will be trained and supported by the Social/Emotional Professional Learning Community on how to implement and sustain practices of the two systems.</p> <p>Guidance counselor meet regularly with targeted groups of students and discuss topics of interest such as : Anti-bullying, and the "Respect for All initiative".</p>	<p>New personnel</p>	<p>September 2015- June 2016</p>	<p>Strategy/activity  PBIS Team and/or Guidance Counselor</p>
<p>A committee of staff members will work closely with our CBO</p> <p>Sports and Arts in Schools Foundation (SASF) to provide our emotionally at-risk students additional supports and resources to address the student's needs. SASF provides academic support and fitness enrichment activities in</p>	<p>Emotionally at-risk  students</p>	<p>September 2015-June 2016</p>	<p>Strategy  Guidance Counselor, Dean,  Administration</p>

addition to visual and performing arts.			
<p>Parents are informed about the program, its purpose , and incentives. Recognition programs such Award Assemblies are open to parents, who are encouraged to attend. . Pa rents are informed of these activities through School Messenger, backpacked letters and large posters outside the school.</p> <p>In addition, a data analysis specialist has been hired to better track the impact of our programs. Learning walks and meetings with the Instructional Support Team will help to gauge the effectiveness of these strategies.</p>	Parents in the school community	September 2015- June 2016	Strategy, PBIS Team, Parent Coordinator,Administration

**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.											
Teacher per session/professional development planning . SASF, NYPD/School Safety, Social-Emotional Professional Community											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<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 February 2016, the OORS Management System will report data indicating suspensions have decreased at least 1% or more than the same period in 2015.

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

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	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
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</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>One of our school strengths is our common- planning structure which allows teachers to consistently engage in inquiry work, observing student work via protocols, and collaborative lesson planning.</p> <p>Our IIT review indicated a great deal of teacher-directed, teacher dominated lessons that incorporated auditory learning only and not multiple access points for all learners. Ensuring that all lessons include multiple entry points and multiple learning modalities will be an area of focus in the 2015-2016 school year.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>During the 2015-2016 School Year, teachers will participate in professional development sessions around the Danielson Framework, and administrators will provide observation feedback in a timely manner in order to further improve their pedagogical practices. As a result, there will be a 5% decrease in the number of students scoring Level One in Mathematics on the NYS Common Core Math exam.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</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>Administrators will continue to communicate high expectations to students and staff via regular monitoring and feedback from observations, snapshots, professional development sessions, curriculum mapping, etc.</p> <p>The school will continue implement the district-wide vision that "We are a community of</p>	<p>Instructional staff students &amp; parents</p>	<p>September 2015 to June 2016</p>	<p>Administration</p>

<p>mathematicians." This will be evident on posters, such as those bearing multiplication facts throughout stairways, hallways and classrooms.</p>			
<p>Administrators will continue to facilitate opportunities for peer support using warm and cool feedback during brief visitations. Lead Math teachers have been identified and a full intervisitation schedule will be developed to maximize the use of highly effective practices. A protocol is in place to capture teacher learning during these visits and administrators have identified "look-fors" during formal and informal observations.</p>	<p>Instructional staff</p>	<p>October 2015 to May 2016</p>	<p>Administration</p>
<p>Administrators will continue to encourage colleagues to lead and turnkey workshops and presentations to share best practices in the school community in an effort to promote student achievement. SchoolData Corp. conducts professional development for math teachers on topics such as: number sense/drills/Common Core problem solving.</p>	<p>Instructional staff and consultants</p>	<p>October 2015 to June 2016</p>	<p>Administration</p>
<p>Specialists and consultants will continue to be invited to work with staff to promote better understanding of how to address the needs of student subgroups in the school. For example, students' math manipulatives are provided and our ELL provider linguistic support within the math content area.</p>	<p>Instructional staff and parents</p>	<p>October 2015 to June 2016</p>	<p>Administration</p>

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be at least a 3% increase in students who will be on track to score at Level Two or higher in math as measured by the Performance Series Exam.
<b>Part 5b.</b> 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).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
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.	D
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).	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>One of the school's strengths is the articulation of a clear vision. Our students strive "to be the best there is; the best there was; and the best there ever will be." This is in alignment with the district wide initiative "District 23 on the Rise".</p> <p>The school has identified key staff members who consistently meet as an instructional cabinet and are charged with being instructional leaders throughout the school.</p> <p>According to the IIT Review, teacher observations require more detailed feedback in order to sustain improvement in instruction.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>During the 2015-2016 School Year, Superintendent visits will indicate that teacher observation reports accurately capture strengths, challenges, and specific next steps as measured by Principal Performance Observation Reports.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> <li>• <b>Activities that address the Capacity Framework element of Trust.</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>Through the ongoing work of teacher teams and the Instructional Support Team, will establish instructional "non-negotiables" including: lesson plan alignment to CCLS, multiple entry points to meet the needs of diverse learners, and a reflection of multiple learning styles to increase student engagement.</p>	<p>All classroom instructors</p>	<p>September 2015 to June 2016</p>	<p>Strategy/activity  Coordinated by lead-teachers, consultants and administration</p>

Teachers will continue to analyze student outcomes via grading practices, as well as formative and summative assessments so that instructional decisions can be made at the classroom and teacher team levels to adapt curricula as needed.	All Classroom instructors	September 2015 to June 2016	Strategy/activity  Coordinated by lead-teachers, consultants
A series of Parent Workshops has been established to inform parents on how they can support their children at home to meet the increased demands of the CCLS. These workshops will be held at various times both during and after school to accommodate parent schedules.	All parents	September 2015- June 2016	Parent Coordinator, SLT
Monthly "Coffee with the Principal" sessions will be held to invite parents into the school and share ideas and concerns. Themes will include: supporting reading development, fun math games, communicating with your teens/tweens, and summer enrichment opportunities.	All parents	January 2016-June 2016	Parent Coordinator,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.											
Title I Parent Involvement/Engagement, contractual teacher meeting time.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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By February 2016, PPO results will indicate that teacher feedback on observation reports provides effective and actionable next steps for the improvement of practice.

**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.	D
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.	I
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>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>According to the NYC Survey, the percentage of parents indicating satisfaction with the education their children have received has increased by 10% from 2014-2015. Additionally, 96% of parents agree that the school leader works to create a sense of community in the school.</p> <p>Our IIT Review indicated that the school has made some efforts to develop effective channels of communication with parents and families, but success has been variable. A priority need for the 2015-2016 school year is to increase parent turnout at workshops, meetings and events offered by the school.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>During the 2015-2016 School Year, PS/IS 178 will increase parent attendance at workshops, meetings and events by 10% as measured by sign-in sheets.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Workshops as well as social events will be given by various school and community agencies such as DOE vendors (SASF), CBO's and other groups addressing areas of parent interest. These interests may include both academic based need and /or social issues.</p>	<p>Parents of the school community  STH families</p>	<p>October 2015–May 2016</p>	<p>Strategy /activity  Coordination by Parent Coordinator, Guidance, SLT, etc.</p>
<p>Workshops are given to help immigrant families obtain information and help them to adjust to the</p>	<p>ELL families  STH- ELL families</p>	<p>October 2015-May 2016</p>	<p>Strategy/Activity  Coordination by our ELL provider.</p>

<p>environment . Translation services are available as needed. Announcements are made at the Annex and main building to remind and inform parents of upcoming events and encourage participation.</p>			
<p>Brief questionnaires are distributed to participants at the conclusion of each session. These questionnaires are distributed to assess the effectiveness of the session and determine future topics of interest. Session content is modified to reflect parent feedback.</p>	<p>Parents of the school community</p>	<p>October 2015- May 2016</p>	<p>Strategy  Parent Coordinator or program coordinator</p>
<p>The first Tuesday of the month is dedicated to parent workshops, which are facilitated by teachers and our Parent Coordinator. We will be linking the Reading 365 Initiative with some of our family events such our Annual Community Holiday Dinner, Movie Nights and Fun Day. Parents will receive books and take-home activities they can do with their children.</p> <p>The entire school community including staff, students, and parent leaders is charged with informing parents about, and generating interest in upcoming school events.</p>	<p>Parents teachers and students</p>	<p>September  2015-May 2016</p>	<p>Parent Leaders,Parent Coordinator, and SLT</p>

**Part 4 – Budget and Resource Alignment**

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

Title I Parent Involvement/Engagement,contractual parent engagement time and Parent Coordinator

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

X	Tax Levy	X	Title I SWP		Title I TA	X	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**

**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 the end of January 2016, there will be a 5% increase of participants at parent events as measured by sign-in sheets.

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

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

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

<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>	Student assessments such as running records, miscue analysis, on-demand writing and results of periodic assessments are reviewed and analyzed to determine ELA intervention services required to ensure students who are not performing at proficiency levels receive AIS in a timely and effective manner.	ELA academic Intervention Services are provided during small group instruction with guided reading programs: Literacy by Design (Grades K-8) and Leveled Literacy Intervention Grades (K-8)	ELA academic intervention services are provided one -to one and during small group instruction such as guided reading and writing groups.	The Literacy Block includes an AIS period (50 minutes) scheduled Monday - Friday when a specialist or teacher pushes-in and provides additional guided instruction to small groups. In addition, specialists have scheduled intervention periods to provide literacy instruction with the program "Leveled Literacy Intervention" to small groups in Kindergarten -Grade 6.
<b>Mathematics</b>	Criteria for identifying students to receive academic intervention services in mathematics is determined by reviewing end of modules assessment results, exit slips,etc.	Student receive intervention during guided Math instruction delivered by classroom teachers. Students are also scheduled for a period of Math Enrichment every week with the Math specialist.	Mathematics Intervention services are provided one-to-one and in small groups when teachers provide differentiated instruction during mathematics instructional block.	Intervention services are provided during one-to-one conferences and small group instruction.
<b>Science</b>	Criteria for identifying students to receive academic intervention services in Science is determined by reviewing end of unit assessment results exit slips, etc.	Science academic intervention services are provided to students during small group instruction guided by classroom teacher using materials and	Science intervention services are provided one-to-one and in small groups when teachers provide differentiated instruction during	Intervention services are provided during conferences and small group instruction.

		resources provided by FOSS and Delta Instructional resources.	Science. 10:1 Teacher -student ratio.	
<b>Social Studies</b>	Criteria for identifying students to receive academic intervention services in Social Studies (Humanities) is determined by reviewing end of unit assessment results, exit slips, project comments, etc.	Social Studies (Humanities) academic intervention services are provided to students during small group instruction guided by classroom teachers using instructional materials and resources (eg. multi-media, websites, text, etc.) that support concept and /or themes.	Social Studies (Humanities) academic Intervention services are provided to students during small group instruction guided by classroom teachers using instructional materials and resources (e.g., multi-media, websites, text, etc.z) that support concept, and/or themes. 10:1 Teacher -student ratio.	Intervention services are provided during conferences and small group instruction.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Criteria for determining at-risk services are teacher/administration referrals, crisis or emergency support, additional socialization or transition support identified, mediation and conflict resolution support identified.	One-to one and small group guidance and counseling sessions. ERSA Counseling is available on an as-needed basis.	One to one and small group guidance and counseling sessions.	Group guidance and counseling sessions are scheduled once a week or as needed. ERSA counseling available on an as-needed basis.

**Section 7: Title I Program Information**

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To recruit highly qualified staff, we consult our Borough Field Support Center, HR Director, Superintendent's Team, consultants and staff for referrals of teachers that hold the appropriate license for the vacancy. For teachers that are not highly qualified, we offer support (e.g. opportunities to enroll in coursework, funding sources, etc.) for him/her to fulfill the requirements of the license area. In order to retain our highly qualified teachers, we offer ongoing professional development sessions, family workshops, etc.

**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).
All teachers, administration, paraprofessionals and staff are afforded the opportunity to attend professional development in their specialized areas ,as well as areas where they need improvement. Professional development is provided for all teachers in the areas of Literacy and Mathematics by SchoolData Corp. consultants. In addition to the professional development provided, our teachers are supported by their grade leaders and have the opportunity to collaborate with grade colleagues daily during their common preparation period. New teachers are supported by an in-house mentor. They meet a minimum of two periods a week during and after school.

**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.).

Pre-kindergarten teachers have aligned their curriculum to the CCLS. In addition, they collaborate and work closely with Kindergarten teachers when planning units and modules. Our Pre-K staff (teachers and paraprofessionals) participates in all schoolwide professional development sessions and school-wide events. Grade meetings are conducted to analyze student data and identify additional supports to address student needs. Monthly workshops on early childhood development and related topics are offered to ensure parents are maintained and informed on early childhood program events. We conduct a kindergarten orientation for all incoming students and parents to acclimate them to the Elementary school program.

**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.

Administrator and teachers discuss and review the menu of periodic assessments and assessments aligned to the curriculum and select ones that will be administered to the students at each respective grade level. Grade level meetings and professional development sessions are conducted prior to the administration of the assessments to review scoring, administration and interpretation of assessment results. Our Measures of Student Learning (MOSL) Committee meets periodically to make decisions regarding assessments.

**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	319,289.00	X	Sections 5A-5E, Part 3 of Action Plan
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	81,226.00	X	Sections 5A-5E,Part 3 of Action Plan
Title II, Part A	Federal	118,436.00	X	Sections 5A-5E,Part 3 of Action Plan
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,857,903.00	X	Sections 5A-5E, Part 3 of Action Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 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. PS/ IS 178K supports 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)**

**PS/IS 178 K 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**

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.

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

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

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

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

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

Part A: School Information	
Name of School: _	DBN: <u>23K178</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

\*The Title III program at PS/IS178K, is an academic supplemental services program designed to provide support to our ELL students and their parents. We want our immigrant families to feel welcome and a part of our school, and in New York City.

\*The program will reinforce skills across the major academic areas (ELA, MATH, SCIENCE AND SOCIAL STUDIES), while preparing the students for New York State exams including the NYSESLAT. Hands on activities will be used such as ethnic cooking, art, music and games. Field trips will be organized for students, as well as a culminating trip at the end of the program which include their parents. Students will also have the opportunities to access technology through the use of laptop computers and educational software. Students will be able to read, write, and listen with the support of our certified ESL teacher. Our instructional program contains a parent involvement piece which will strengthen the home school connection, and help our immigrant community improve their English skills while learning more about New York City, and wealth of cultural activities that exist. In addition, with the assistance of our Parent Coordinator, a workshop will be scheduled to give parents information on immigration status/citizenship, and other related issues.

\*Students will have experiences using the English language through hands-on activities and grade appropriate small group work after school. They will be assisted by technology through the use of laptop computers and educational software. Field trip activities will help students apply skills and learn more about their city's culture. Data from the NYSESLAT, LAB-R, periodic assessments for Differentiated Instruction, along with classroom teacher input and observation will guide program teachers in setting learning goals for students.

\*Our target population includes our current 30 ELL students, which includes long-term students in both general and SWD. This also include newcomers, SIFE and proficient ELL's.

\*English is the language of instruction. Instructional strategies include English language acquisition. Extensive use of scaffolding, modeling, and graphic organizers.

\* The Title III After School Program will have two teachers providing English instruction (1 ESL and 1 Content Area/CB teacher to ELLs and former ELLs. One supervisor will oversee the program and will be paid at supervisor persession rate for the duration of the program.

\*Types of instructional materials that will be used in addition to supplement are educational software, Santillana, Spotlight on English, educational games and supplies.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: \_

\*The two Title III participating teachers will meet for Professional Development during the week in a study group of one hour each per week for the duration of the program to develop the Title III curriculum and plan accordingly to support language development, English and native language

### Part C: Professional Development

instruction, high academic achievement in math, and/or other core academic areas. Both participating staff members will be paid at teacher per-session rates. In addition they will attend to Professional Development provided by the OELL, CFN 408, an in house ESL teacher.

\*The program will commence in January 2014 for 20 weeks and be held After School from 3.30 PM to 5:00 PM on Tuesday and Wednesday ending in June 2014.

\*Topics to be covered will be align with the ELA, MATH, SCIENCE AND SOCIAL STUDIES current class CCSS Curriculum.

\*The Title III Program teachers, as well as other staff responsible for delivering instruction and services to ELLs will be attending Professional Development provided by the OELL, CFN408 and in house ESL teacher.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: \_

\*In addition to mandated activities, such as parent orientation during the ELL identification process, our Title III program contains a parent involvement piece which strengthen the home school connection with the CCSS, and help our immigrant community improve their English skills while learning more about New York City, and the wealth of cultural activities that exist.

\*One field trip to a cultural event will be organized for parents only.

\* In addition, with the assistance of our Parent Coordinator, a workshop will be schedule to give parents information on CCSS, the new standarized ELA/MATH test, Immigration status/citizenship, and other related issues suggested.

\*Parents will be notified of these activities via letters, fliers and phone calls.

### Part E: Budget

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

Allocation Amount: \$\_\_\_\_\_

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

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>178</b>
School Name <b>St. Claire Mckelway 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>Dr. Joseph Henry</b>	Assistant Principal <b>Lorenzo Soleyn</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Adekunle Ibrahim</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Priscilla Davis</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</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	

### D. Student Demographics

Total number of students in school (excluding pre-K)	330	Total number of ELLs	25	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 checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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

Transitional bilingual education program (TBE)	Yes <input 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>	25	<b>Newcomers</b> (ELLs receiving service 0-3 years)	20	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>			0	0						0
<b>DL</b>			0	0						0
<b>ENL</b>	20		4	3			2			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
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		1		3		1	2	1	3					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		2	1	1	2									0
Haitian						1			1					0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1			1	1	2					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)		2	2	2	2		2	2	2					0
<b>Emerging</b> (Low Intermediate)		1		1		1	1		1					0
<b>Transitioning</b> (High Intermediate)				1					1					0
<b>Expanding</b> (Advanced)				1		1			2					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

#### 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	0	1	0	1	0	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.  
 Paste response to questions here:  
 Paste response to questions 1-6 here Assessment tools  
 -In order to assess the early literacy of our ELLs, we use:  
 -Fountas and Pinnell, for K through grade 5  
 New York City Performance Task, NYC Periodic Assessment (Common Core aligned)  
 - We use TCRWP Running Records for grades 6 through 8  
 - We also use Reading A-Z as a supplemental tool of assessment for its various reading genres and cultural connections.  
 The assessments help teachers to place students on suitable independent reading level and for choosing the right guided reading books for them.  
  
 Data patterns across proficiency levels  
 -98% of students at the entering level struggle with phonemic awareness, listening and reading comprehension.  
 -50% of students at emerging level struggle with listening and reading comprehension.  
 -65% of students at the transitional level struggle with listening and reading comprehension.  
 -20% of students at the expanding level struggle with listening and comprehension.  
 -Only 10% of students at the combined proficiency levels approach the NYS standards in response to literature.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 -Entering level students require phonics instruction woven into their curriculum  
 -Entering and emerging students require phonemic awareness and sight words instruction and practice.  
 -Entering, emerging, transitional, and expanding level students need practice in accountable talk for oral expression and organized thoughts in order to respond to literature.  
 -All students, across the modalities, need vocabulary instruction and a systematic approach to the structure of the English

words(affixes).

All students, across the modalities, need instruction and practice in writing(from letter writing, words, sencetences for the lower grade entering levels to quickwrites of paragraphs and essays in the upper grades.

Paste response to question here:

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

a) School uses AMAO information for;

- setting goals and differentiating instruction for ELLs
- designing instruction (scaffolding English instruction)
- planning professional learning
- designing assessments that are valid and reliable for ELLs
- maintaining equitable, although scaffolded instruction, alongside English Proficient students
- ensuring instructions are culturally and linguistically responsive for maximum student output.
- ensuring collegeal collaboration among teachers who work with ELLs

b) With grades 3-8 ELA reports analyzed for the year 2013:

- 70% ELLs scored at leve 1
- 20% ELLs scored at leve 2
- 10% scored at level 3

In 2014

- 91% ELLs scored at level 1
- 9% ELLs scored at level 2
- No ELLs scored at levels 3 and 4

With this data:

- There is a significant and consistent number of ELLs, who are far below grade level in reading and writing
- There is also a significant number of ELLs who are approaching the grade level in reading and writing.
- There is no evidence of grade level attainment for two years.
- More rigorous instructions and academic internventions are required to target at risk students who are newcomers, long-term ELLS, SIFE, and SWDs in order to move them to the next level.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here: Based on 2014 ELA data:

- 1 a). Newcommers and emerging ELLs have performed far below the grade level in reading and writing

- Transitional students show a moderate growth in reading and a far below grade level performance in writing.
- Expanding and commanding students are approaching the grade level in reading and writing.

- 2a). A comparison of ELA scores for ELLs and the English Proficient students in 2013-2014 and 2014-2015 school years reveals that ELLs are outperformed by their English Proficient peers in reading and writing.

In 2014

- 70% of ELLs to 42% of English Proficient perform at level 1
- 20% of ELLs to 43% of English Proficient perform at level 2
- 10% of ELLs to 15% of English Proficient perform at level 3

In 2015

- 91% ELLs to 40% English Proficient perform at level 1
- 9% ELLs to 44% of English Proficient perform at level 2
- 0% of ELLs to 15% of English Proficient perform at level 3

- b) ELL periodic assessments are used to:

- determine students' knowledge and to differentiate instruction
- target areas of needs on New York State tests and standards
- predict students' performance on the state tests
- inform and cooperate with families about students needs

c) our school learns that the periodic assessment can:

- inform us how students perform in each modality and how to support them in areas of need
- be used to target instruction
- be used to predict the ELA assesment
- be used to collaborate with parents

- Home language is used to inform parents that their children are taking the ELL Periodic Assessment
- Home language is also used to inform parents about student performance in ELL Periodic Assessment and how they can support them.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

Within the RTI framework, we use data to:

- set high expectations for students. Students are exposed to grade level materials, using differetiation as strategy for them to reach it together
- inform us about relevant research-based instructional strategies that match our students' needs
- use ongoing and authentic assessments that match our students'needs
- collaborate with other teachers
- regroup students peers that can benefit them, in order that all studecents have access to content of
- make decisions about the core curriculum (e'g., by providing the rationale for learning a specific standard by a student
- improve the learning environment and the behavior climate of students.

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

Paste response to question here:

- We use students' funds of knowledge (experiential bacground) as a springboard for connectingother knowledge and for their meaning making
- We emphasize cultural responsive teaching and learning
- We practice explicit teaching method (I do, We do, you do).
- We teach vocabulary explicitly and within the context
- We differentiate learning based on individual needs
- We use realia and engage students in kinesthetic activities in order to experience knowledge
- We encourage students to make mental pictures of ideas
- We use manipulatives
- We practice accountable talk
- We teach phonics
- We utilize home language to explain difficult contents

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here:

Not Applicable

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

Paste response to question here:

Each month the teacher submits Monthly Data Summary sheets to the Principal. These data sheets show the scores of in class assessments, projects and writing assignments. Additionally, the school administers school-wide assessments in ELA and Mathematics every other month. The results of these assessments include diagnostic results where the teacher and administrative team can track student progress in specific skills and strategies. Additionally this school year a Baseline Assessment with diagnostic results was administered. This data is being used to monitor ELL students' progress in specific skill areas such as context clues, main idea, cause and effect and inferring. The data shows that mastery of these specific skills is below that of English speaking students.

The students' progress are also tracked quarterly through periodic assessments on Performance Series. The data from the assessments is used to determine if students are making adequate progress towards meeting the CCLS benchmarks in ELA and Mathematics. The item analysis reports provides the teacher with data to determine which skills need to be revisited and which skills the students' have achieved mastery in.

## Part IV: ELL Identification Process

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

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

Paste response to question here:

-Dr. Ibrahim and Ms. Barnum are the pedagogues trained to interview parents and students. Ms. Rivera, a paraprofessional interprets for Spanish families. We seek the New York city Department of Education Translation services for parents who speak other languages

-We ask the parent to bring the child to be registered with them to the school

-The interviewer asks if the student is new to the New York City Schools or not.

-If student is new, the interviewer asks for language that is spoken at home

-If the language is English, the student is not ELL eligible.

-If the language is other than English, we interview the student. We review available student work. If the interview shows that the English proficiency of the student is limited, then the student is ELL eligible and must be given the NYSITELL test.

-If student is a reentrant after 2 years of contiguous absence from NY State schools, we administer HLIS. We consider the student ineligible for ELL if the Home language is English. If the Home language is other than English, we administer the NYSITELL, provided the student has no IEP. If the student has an IEP, the Language Proficiency Team (LPT) reviews the IEP, decides on the eligibility. If the team decides that the student is ineligible, it sends its recommendation to the principal, who may consider the student eligible for ELL or deny the eligibility. A denial by the principal is forwarded to the superintendent. The superintendent may approve or deny the eligibility. With the principal or Superintendent approval, the student is deemed eligible and must be administered NYSITELL.

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

Paste response to question here:

After the ELL Teacher conducts a one on one oral interview with a newly enrolled ELL, various assessments are used to identify if a student should be flagged as SIFE. The initial assessment is a mathematical inventory which assesses for mathematical computation skills. Spanish speaking students will be administered a grade level exam on ST-Math. The Literacy Evaluation for Newcomer SIFE is administered in Spanish, Arabic or Haitian-Creole, with the purpose of assessing students' independent reading level in their native language. Spanish speaking students will be administered a grade level reading exam on Ticket to Read. The ELL Teacher will also have the student complete a writing assignment to determine their proficiency level in writing. Through interviews with native speakers and the assessment results, the ELL teacher will make a final determination on whether or not the student should be flagged as SIFE.

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

Paste response to question here:

The Language Proficiency Team which consists of the ELL Teacher, Guidance Counselor, SETSS Teacher, School Psychologist, and Speech Teacher will meet to review evidence of the student's English language development. Based on the data gathered, the LPT will make a recommendation as to whether or not the NYSITELL assessment should be administered to the student. If the NYSITELL is administered, the ELL identification process for the student will continue as usual. Should the LPT decide not to administer the NYSITELL, the recommendation will be sent to the Principal for review. The student's parent/guardian will be notified of the decision within three days of the decision. After the Principal reviews the decision of the LPT, the Principal's determination will be sent to the Superintendent for his review. Should the Superintendent determine that the student should not take the NYSITELL, the parent/guardian will be notified and the ELL identification process will terminate.

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.

Paste response to question here:

Once all exams are administered to the students, the ELL Teacher sends the entitlement, non-entitlement or continued entitlement letter for the ELL program to the parents within 10 school days. The ELL teacher follows-up each day with the classroom teacher to ensure that the forms are returned promptly. If the forms are not returned, the ELL teacher follows-up with a reminder letter and phone call in the parent's language of choice. Entitlement letters are distributed by the ELL teacher, collected and stored in the records room by the Pupil Accounting Secretary. The records are stored for seven years.

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).

Paste response to question here:

The ELL Teacher informs parents of their right to appeal the decision within 45 days. The parents must first send a written request for an appeal to the Principal. The LPT will review all documents pertaining to the initial identification process. The team will also review the student's work in English as well as their home language. If the NYSITELL was not administered, the team may decide to administer the NYSITELL. The team will consult with the parent. After the team reviews the results of the school-based assessment, a recommendation will be made to the Principal. If the Principal decides to not change ELL status, the parent will be notified in writing. Should the Principal decide to change the ELL status, all the documentation will be forwarded to the Superintendent for approval. Written notice of the Superintendent's decision will be sent to the parent in their native language, within 10 school days. All documentation regarding the appeal will be maintained in the student's cumulative folder.

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

Paste response to question here:

During the first month of school, the ELL Teacher conducts a parent orientation to provide parents with information about the three instructional programs available for ELLs in the NYS public schools. The program choices that are shared with the parents are Dual language, Transitional bilingual education and Freestanding English as a new language. The teacher uses the Elementary ELL Parent video to show parents what the program choices would look like. The ELL teacher ensures that translators are available to share the information with parents in their native language. The ELL teacher also uses the Tuesday Parent Engagement time to meet with the parents one on one to provide them with additional clarity on the program choices.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here:

After the ELL Teacher conducts the parent orientation, she provides parents with a Parent Survey and Program Selection Form in the parent's native language. Parents are able to indicate their program choice on the survey. The ELL teacher follows-up with parents via telephone or meets with them in person during dismissal, so that the forms can be returned within five school days. The Parent Coordinator also assists by making follow-up phone calls or meeting the parent in person during arrival or dismissal. If the form is not returned within five school days, the student is placed in the ENL program at the school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here:

The ELL Teacher communicates with the classroom teachers and Pupil Accounting Secretary each morning to find out if the Parent Survey and Program Selection Forms have been returned. She follows-up daily via telephone to remind parents to return the forms. She may also pick up an additional copy for students to take home to their parents.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here:

The ELL teacher monitors the return of the Parent Survey and Parent Selection forms by checking the ELPC screen in ATS. When a parent returns the form, the ELPC screen is updated to reflect the parent's first choice. The survey and selection form are kept on file in the student's permanent record.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here:

All ELL-related documents are kept in the student's cumulative folder. Additionally, the school maintains an ELL Folder in the document room. The records maintained on file include; HLIS, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter, Continued Entitlement Letter, Non-Entitlement Letter and Language Proficiency Team NYSITELL Determination form. All records are maintained at the school for seven years.

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.

Paste response to question here:

Each year when the NYSESLAT is delivered to the school, the Principal ensures that the tests are stored in a secure location. An

inventory of the materials is completed on the date of delivery. Prior to administering the assessment, the Testing Coordinator conducts training for the teachers who will be administering the exam. The Test Coordinator provides the teachers with the opportunity to familiarize themselves with the testing procedures and provides with training on how to administer the assessment. The Testing Coordinator works collaboratively with the ELL Teacher to provide the students who will be taking the assessment with an orientation explaining the components of the assessment and the purpose of the assessment. Parents and the school community are informed of the assessment through the monthly school calendar and school bulletin board.

Once the testing schedule is established, the designated rooms are prepared by clearing the room of instructional reference charts on display, board work is cleared, bookshelves are covered and the teacher is provided with a working audio player. The testing accommodations for the students are reviewed to ensure that all students receive the appropriate allowable accommodations. Teachers receive the testing directions so that they may familiarize themselves with it.

The day before the assessment, the parents receive a reminder note informing them that the NYSESLAT will be administered to their child. On the morning of the assessment, the teachers ensure that the students eat breakfast. The students are then brought to the designated testing rooms. Prior to the commencement of the assessment teachers ensure that students do not have any prohibited electronic devices. The staff developer and a cluster teacher is assigned to administer the speaking sub-test. The Listening, Reading and Writing subtests are grouped for administration. The assigned teachers diligently proctor the assessments. Make-up testing is arranged for students who may miss one or more subtests.

After the administration of the assessments, the committee works together to score the assessment. This consists of the Test Coordinator, Staff Developer and (2) cluster teachers. The Test Coordinator conducts the training on how to score the writing subtests. Once the assessments are scored, the Test Coordinator ensures that the documents are completed properly and she arranges for the documents to be packaged.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Paste response to question here:

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).

Paste response to question here:

During the 2014 - 2015 school year, there were 12 new ELL admits to the school and 11 families selected the ESL program. Based on the data available from the past four years, it appears that 99% of the parents select to enroll their child in the ESL Program here at the school. It appears that most parents want their children in full immersion program whereby the child is engaged in instruction in English for the entire day. The NYSESLAT data from 2014 - 2015 shows that students quickly acquire speaking skills in our ESL program, with the highest median proficiency score reflected in the Speaking section.

## 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.

Paste response to questions here:

The school uses the push-in/pull-out model of instruction for ELLs. During ELA and/or Math block push-in instruction is provided to ELLs in their classroom. The teacher works with the ELL students as well as other English speaking students assigned to that particular reading group or math group. Very often the students are grouped by reading levels. Sometimes the students are grouped by skill so that they can work on that particular deficiency.

During the pull-out sessions the students are grouped heterogenously and the ELL teacher provides the students with instruction targeted to their specific proficiency level. He uses the Santillana Spotlights program, and the the Reading A-Z as a supplement. The students work on the same Skill-of-the-Week as that the school is working on as well as the same Monthly Writing Genre that is assigned for that particular month. Additionally, the ELL Teacher uses the school's Book of the Month to provide students with instruction parallel to the classroom teacher. The students' work is kept in portfolios.

The ESL teacher also attends the monthly grade conferences where the teachers work collaboratively to create monthly curriculum maps.

b. TBE program. *If applicable.*

Paste response to questions here:

N/A

c. DL program. *If applicable.*

Paste response to questions here:

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here:

All students receive 105-minutes per day of ELA instruction. When a students receives ESL instruction during the Literacy Block, the ESL Teacher uses the skill and strategy focus of the week to instruct the students. The ESL teacher bases her ESL instruction on what the classroom teacher is teaching in ELA. Entering and emerging ELLs receive eight periods per week of ESL instruction. Transitioning and expanding ELLs receive four periods per week of ELL instruction. The commanding students are serviced two times per week. To the extent possible, the ESL Teacher pushes in to the classroom and co-teaches with the classroom teacher to scaffold learning for the ELL students.

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.

Paste response here:

The ESL program model delivers content in English with native language support (textbook in native language, Spanish). The ELL Teacher provides the students with native language support materials such as native language dictionaries, thesaurus, glossaries and textbooks when available. Currently we have resources in Spanish, French, Haitian Creole and Arabic. Since the school uses the workshop model of instruction, students receive individualized instruction and support from the ELL Teacher. Classroom teachers are aware of ELL students in their class and the needs of the ELLs are discussed at Teacher Team meetings. At the Teacher Team meetings the teachers create the Common Core Units of Studies and the work collaboratively with the ELL teacher to provide academic support so that the ELL students can complete the project. Very often, this involves providing ELLs with translated versions of the text being studied, use of visual aids and providing ELLs with hands on tools to complete the experiments. All teachers are scheduled to attend Professional Development related to ELLs and they will fulfill the mandated 10 hours of professional development.

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

Paste response to question here:

When possible, the initial evaluation is based on an informal interview in the students' native language. The ESL teacher uses a grade level baseline assessment to determine the needs of the student in mathematics and English. This school year we are using the Continental Press New York ELLs program to ensure that students receive appropriate instruction in the essential domanis which are speaking, listening, reading and writing. The program provides instruction in listening for academic content, comprehension of dialogue and information, and response to graphic information. eBooks are also used in the classroom with ELLs. During independent instruction, the classroom teacher may assign ELL students to work on the Finish Line Interactive eBook so that they receive instruction targeted specifically for them. ELL students are assessed quarterly to measure their progress in English language

acquisition.

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

Paste response to question here:

The ELLs take interim quarterly assessments. The ELL Teacher uses Finish Line for ELLs which has Common Core based questions at the end of each unit. The questions also include multiple choice, written response, and oral response. As the year progresses the proficiency levels of the questions increase within each lesson to promote advancement. After the assessments are scored, parents receive letters in their choice language informing them of the child's progress.

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

Paste response to questions here:

At the commencement of the school year, teachers receive instruction on using data to differentiate instruction. The ELL teacher works with the Assistant Principal to classify students and they ensure that students are placed in classrooms with the appropriate instructional supports required. All classroom teachers receive standardized assessment data on ELLs, previous years interim assessment data and the June reading benchmark results. As a school that uses the workshop model, students receive differentiated small group instruction in all subject areas.

The ELL Teacher and classroom teachers are trained to meet the needs of SIFE students. When a SIFE student is admitted to the school they are given a native language proficiency exam, where the student is asked to read, write, speak and listen. The data from this informal assessment is used to determine the academic needs of the student. When the student enters the classroom they are assigned a "buddy". This is a classmate who will show the SIFE student the classroom routines and buddy with him/her as the class travels through the school building throughout the day. The classroom teachers are trained to work with SIFE students. During the instructional day the teacher will elicit prior knowledge on given topics and check for comprehension as topics are introduced, use graphic organizers to display information, employ drama, role play and pictures to enhance communication as well as books on CD to help with language acquisition. The school library as well as class library contains books in the students' native language.

Students in the US for less than three years are assessed in their English and Native language proficiency. Newer students work in pairs with students who are more advanced. Based on the data available to the ELL Teacher and classroom teacher, the students may begin receiving instruction in phonemic awareness, vocabulary and comprehension. They are assigned Ticket to Read for 20-minutes per day so that they can develop their vocabulary skills. During the Teacher Team meetings the ESL teacher will work with the classroom teacher to create prescriptive skill based activities that meet the needs of the newcomers. The students are also invited to participate in the Title III Extended Day Program which meets once a week for two hours.

ELL students who have received four to six years of service will receive scaffolded instruction. The teachers use UDL principles to create differentiated instructional activities that address the specific needs of these learners. The students also participate in the Afterschool Academy which provides students with supplemental instruction in ELA and Math on Mondays and Thursdays for two hours per day. Very often these students fall within the lowest third in ELA performance. As a result, they will be invited to attend the Developmental Reading Afterschool Program which operates from September - December each year.

Longterm ELLs, are provided with supplemental pull-out instruction in literacy and math. Additionally, the teacher will use progress monitoring and item analysis reports to determine the specific areas of deficiency. The ELL Teacher and Classroom teacher will work collaboratively to design instructional activities that are suited for the specific needs of the student.

After ELL students have tested out of the ELL program the classroom teacher and ELL teacher uses interim data to closely monitor the students' progress. Students who score on Levels 1 & 2 receive intervention from the AIS teacher. Additionally, the students will be mandated to attend the Afterschool Academy. Parents will receive monthly progress reports that reflect the students' achievement and provides parents with strategies that they may use at home to support their child's academic achievement. The classroom teacher will use UDL principles to differentiate instruction in the classroom.

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.

Paste response to questions here:

The re-identification process for ELLs can be initiated by a student's parent or guardian or the student's teacher. The written

notice will be given to the Principal for review. The LPT will review all documents related to the initial re-entry identification process. The team will review the student's work in English and the home language. The NYSITELL may be administered to the student if the NYSITELL was not administered, when the original determination of ELL status was made. The ELL Teacher will consult the parent/guardian. The LPT, which includes the ELL Teacher, will review the results of the Performance Series Reading Assessment, F & P Running record, oral interview and writing sample. The LPT will make a recommendation for ELL status and present it to the Principal. If the recommendation is to not change the ELL status, no further action will be taken. Should the recommendation be to change the ELL status, a written notice will be sent from the Principal to the parents/guardians. The Superintendent will receive the written notice as well as the supporting documents, i.e. assessments. The Superintendent will review the documents and make a final decision. The Principal will contact the parent in writing, in their preferred language, within ten school days. All notifications and relevant documents will be kept in the student's cumulative record.

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?

The ELL Teacher along with all classroom teachers are trained to meet the needs of ELL students with IEPs. Professional development is provided in differentiating instruction, modifying instructional practices to meet the CCLS, inter-classroom visitations, teacher team meetings and study groups. The UFT Teacher Center Staff Developer provides coaching to all teachers in supporting the unique needs of ELLs with IEPs. Students are also given support outside of the classroom through the Title III Extended Day Program and the Afterschool Academy. These programs place emphasis on improving students' comprehension and analytical skills. The Inquiry Team also works collaboratively, using data, to create instructional strategies that promote achievement of ELL students with disabilities.

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?

Paste response to question here:

Teacher Team Meetings on Tuesdays are used to provide classroom teachers and subject area teachers the opportunity to collaborate and create unit plans that addresses the learning needs of all students. Through common planning, all teachers are able to focus on the same theme each month. As a result, ELL-SWD students have consistency with content when they are being served by one of the providers. The push-in/pull-out model is used to provide ELL-SWD services to support their instructional needs. Through flexible scheduling, the providers are able to provide some support to the student within the classroom which leads to greater consistency in learning for the student.

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 Dually 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 Dually 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.

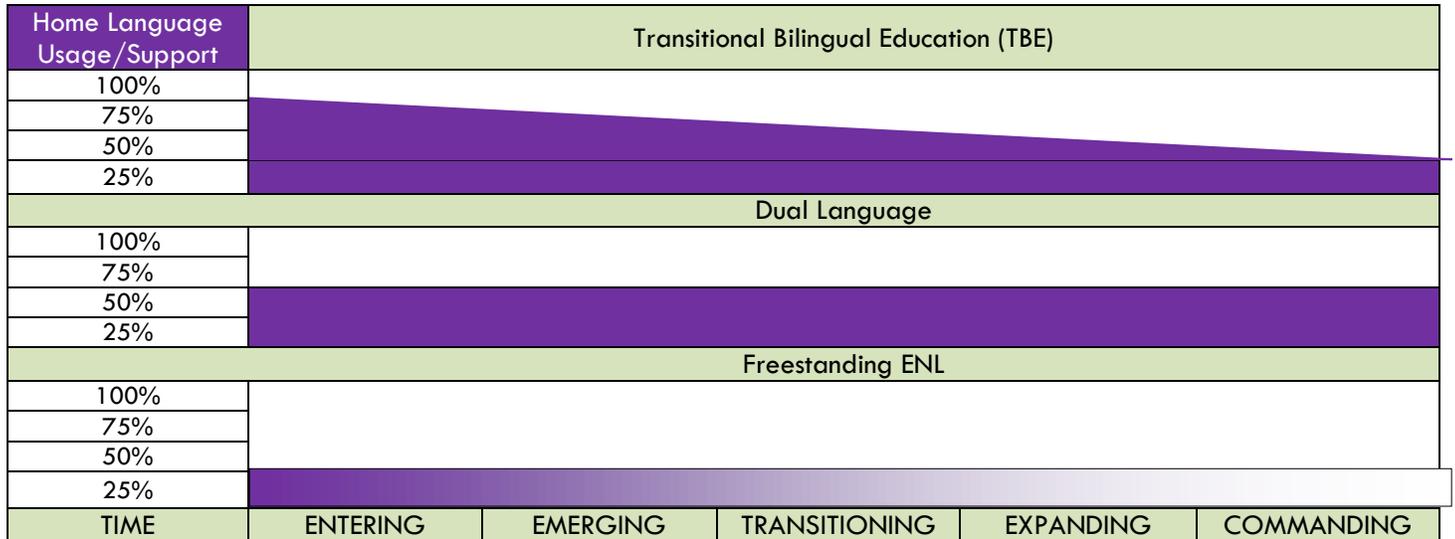


\*Note “other approved services” does not apply to New York City at this time.

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.  
Paste response to question here:  
Data from the NYS Assessments, periodic assessments, NYSESLAT, unit assessments, teacher created assessments, conference notes and benchmark results are used to target ELL students in need of intervention. The classroom teachers use UDL strategies within classroom as an initial form of intervention. For literacy we use small group instruction, center based activities, Ticket to Read and Access Code to provide intervention within the classroom. In mathematics; manipulatives, small group instruction, Go-Math, ST-Math, Voyager Math and pull-out intervention from the staff developer is provided. Progress monitoring is used to track students and to determine if additional support may be needed in one of the content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Paste response to question here:  
The current programs that we have in place incorporates the use of multiple modalities of instruction. Our classrooms foster English language development by displaying content based posters and peripherals related to the topics being studied, content based word walls with definitions, illustrations, manipulatives, listening centers, computer based programs and native language resources.
12. What new programs or improvements will be considered for the upcoming school year?  
Paste response to question here:  
This school year we are using eBooks in the classroom to provide the students with support in vocabulary development and reading comprehension. The program allows students to work at their own pace and the stories are leveled according to benchmark results.
13. What programs/services for ELLs will be discontinued and why?  
Paste response to question here:  
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Paste response to question here:  
ELLs are offered opportunities to attend all school programs including the afterschool program: Sports and Arts, which is everyday from 2:30 P.M. - 5:30 P.M. Additionally, the school has a site license for all online programs Ticket to Read, Voyager Math, ST-Math, eBooks and Access Code. All students have their own unique passwords for these programs. Ticket to Read, Voyager Math and My Own eBooks are also accessible to students at home after school and on the weekends.
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.  
Paste response to question here:  
All ELLs have access to online resources. This includes eBooks for ELLs, Ticket to Read, Access Code, Voyager Math and My Own eBooks are available to ELLs. The stories on Ticket to Read and My Own are predominantly non-fiction based. They consist of informational articles that are based on science and/or social studies.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Paste response to question here:  
Each classroom contains native language support materials such as native language independent reading books on the students' instructional level. Classroom teachers also have translated glossaries, thesaurus and dictionaries. The science, math and social studies textbooks are available in Spanish. There are storybooks in Arabic in the ELL classroom.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Paste response to question here:  
Support services and resources correspond to ELLs ages and grade levels. Classroom libraries are age and grade appropriate, as well as leveled for independent reading. The common core Performance Tasks are based on high interest topics that the students can relate to. The classroom teachers organize the class library by level as well as genre so that students can appropriately select independent reading books.
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).  
Paste response to question here:  
When students enroll, they are assigned a buddy who is a fellow classmate. The ELL Teacher takes the student on a tour of the school to familiarize the new students with the building facilities. The student is introduced to the class and the other students introduce themselves to the new student. The classroom teacher ensures the student is introduced to all teachers who service the class.

19. What language electives are offered to ELLs?

**Paste response to question here:**

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Paste response to question here:**

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.)

Paste response to question here:

The PS/IS 178 Development Plan includes the following goal: To use common planning time and Teacher Team meetings to support faculty members with analyzing student data to develop differentiated learning opportunities that addresses the instructional needs of all students, including ELLs and SWD.

The following activities are planned:

As a Professional Learning Community, engage in study groups using the book *Understanding Learning Styles; Making a Difference for Diverse Learners* by Kelli Allen, Jeanna Scheve and Vicki Nieter to analyze research based strategies that may be used to construct instructional lessons that provide multiple entry points and addresses the learning needs of ELLs and SWDs

Conduct monthly inter-visitations cycles, where each teacher will have the opportunity to participate in a learning visit three times for the school year

Use Model Lessons conducted by the UFT Teacher Center Staff Developer to train faculty members on how to execute lessons where differentiated strategies are used to provide multiple entry points for ELLs and SWDs

Collaborate with partner schools to conduct intra-visitations to classrooms that serve ELLs and SWDs

Participate in learning opportunities conducted by Brooklyn South that place emphasis on lesson planning, unit planning, creating enrichment activities and structuring lessons to provide multiple entry points for ELLs and SWDs

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?

Professional Development is offered to all faculty members to strengthen their instructional practices in teaching ELL students. Our goal is to use the Common Core Learning Standards as the foundation to develop instructional strategies that will enable ELL students to perform on grade level within the first two years in the program. All faculty members, including the ELL teacher, will participate in the following professional development opportunities:

Using Manipulatives to Make Abstract Concepts Concrete (1 Hour)

Strategies for Intellectual Engagement (1 Hour)

Using Data to Plan Instructional Activities (1 Hour)

Close Reading Strategies to Support all Learners (1 Hour)

Close Reading in the Content Area (1 Hour)

Using Accountable Talk to Promote Content Area Vocabulary Development

Utilizing Diagnostic Data and Observational Data to Plan Instructional Activities for Subgroups (1 Hour)

Inquiry Based Instruction in the Content Areas (1 Hour)

Increasing Student Engagement through Preferred Learning Styles (1 Hour)

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Paste response to question here:

The Guidance Counselors and ELL Teacher work collaboratively to prepare students for their transition to middle school. This begins with the Senior parent Meeting which is held in October of the student's senior year. At the meeting there are translators available to speak to parents in their native language. The parents receive information about the middle school application process. They are given contact information for the ELL Teacher and Guidance Counselors so that they may meet with them individual to learn about the middle school selection process. Additionally, the ELL Teacher works with the students to find out their special interests and goals, so that she may guide in the selection of a middle school that meets their needs.

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.

Paste response to question here:

The Parkway School's Annual Professional Development, allots one hour per week on Mondays for professional development as well as 45-minutes on Tuesdays for Teacher Team Meetings. These professional development opportunities are in addition to monthly learning opportunities offered by the Brooklyn South and monthly professional development opportunities offered by the District 23 Field Liaison.

All sign-in sheets and agendas are kept on file for seven years.

### 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?

Paste response to question here:

The ELL Teacher uses the Tuesday Parent Engagement Time to communicate with parents of ELLs. Since the parents of the ELL students usually pick them up daily, the ELL Teacher is able to meet with them at the Tuesday Table Top meeting to discuss the ESL program as well as their child's progress. Each month the teacher completes a Monthly Progress Report that includes information about interim assessments, classwork and progress. The Monthly Progress reports are shared with parents. The school has staff available who are able to speak Haitian-Creole, Spanish and some Arabic. Translators are available during the Tuesday Parent Engagement time.

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.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here:

There are many parent involvement opportunities available at the school for parents of ELL students. The Parent Coordinator conducts monthly Parent Institutes. Currently we have two institutes that are headed by parents of a current ELL student and a former ELL student. There is a weekly Parent Jewelry Making class, where parents learn how to design and make necklaces and bracelets. The parent who runs the program speaks Spanish and one participant speaks French. We also have another Parent Institute which meets twice a month, Cake Decorating and Catering. The Parent Coordinator along with a parent leader teaches the participants how to make cakes, pasteries and baked goods. They also provide the parents with resources regarding starting a homebased catering business. The participants in these two programs include parents of ELL students and former ELL students.

The administrative team also works with the NYC Mayor's Office to provide workshops for parents. Each year, we work with the Mayor's Office to conduct Citizenship and Immigration workshops. The Mayor's office provides translators for all meetings. The Mayor's office also conducted a workshop on obtaining a NYC ID and free places to visit with the ID.

The Parent Association and PAC also conducts parent involvement activities. There is a Bi-lingual Parent Representative on PAC who ensures that parents receive communication about the events in their native language. Each year PAC organizes at least two family day trips. This year PAC has planned a NYC sight seeing tour around Manhattan and a trip to Ellis Island which includes a tour.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

The PS/IS in partnership with the Office of Adult Education offers ESL and Common Core Learning Standards classes on site for all parents. The classes meet in the evenings on Tuesday, Wednesday and Thursday. We also partner with New

5. How do you evaluate the needs of the parents?

Paste response to question here:

The ELL teacher communicates with parents during the Tuesday Parent Engagement Sessions. During that time he confers with the parents about what types of information they may need.

Additionally, the Parent Coordinator uses a Parent Interest Survey to determine what types of information and resources parents are interested in. Very often, the Parent Coordinator has been very resourceful in supporting families who need to apply for medical coverage, housing assistance and/or job hunting assistance. The Parent Coordinator collaborates with the Lab Teacher to provide workshops on resume writing. The Lab Teacher assists the parents in completing a resume and each parent leaves with 10 copies of their resume. This resume writing workshop is complete in two sessions.

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

Paste response to question here:

#### **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:

As a multi-cultural school, the administrative team works collaboratively with the Parent Coordinator, PAC, PA and the faculty members to create parent involvement activities that address the needs of the parents. The activities are created based on parent surveys, feedback from teachers and and feedback from PA/PAC.

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)
Joseph Henry	Principal		1/1/01
Lorenzo Soleyn	Assistant Principal		1/1/01
Priscilla Davis	Parent Coordinator		1/1/01
Adekunle Ibrahim	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: **23** School Name: **1**  
Superintendent: **M. DeGovia**

### 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.

At P.S. 167 we are committed to the education of our students. As part of our pursuit to do what is best for our students, we have developed partnerships with parents and community members. When parents enroll their children in P.S. 167, they are given the Home Language Survey and interviewed by a trained teacher or administrator. During the interview we obtain the language choice for communication. The data from the Home Language Survey is used to inform faculty members of the family's preferred language for oral and written communication. When written notices are sent home, they are translated into the family's preferred language of communication. We have found that French, Haitian-Creole, Spanish and Arabic are the four languages parents have requested as their preferred language of communication.

Additionally, designated faculty members provide orientation and guidance for parents of newly enrolled ELLs by conferring with them in their preferred language about educational choices, school rules and policies, expectations and their rights under the law. Parents are provided with opportunities to visit the school during the Instructional Day, Open Houses, PA Meetings, Parent Workshops and teacher meetings. Translators are available at these events to translate information to parents in their preferred language of communication.

In order to keep parents informed they may complete Part III. Parent Information of the Parent/Guardian Home Language Identification Survey. The school has translated versions of the Home language Identification Survey (HLIS). The responses to these supplementary questions are used so that the school can communicate with the parent's language of choice. Moreover, parent preference data is indicated on the Emergency Contact Card. The school maintains the primary language preference on ATS and the student emergency card. Letters are sent home indicating parents to contact the school's Parent Coordinator if they may need language assistance.

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.

After reviewing Parents Preferred Language report on ATS the majority of the parents are requesting communication in English. Approximately 5% of parents are requesting communication in Spanish. Other limited languages include Haitian-Creole and Arabic.

## **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.)

September:

Forms: Emergency Contact Information, How will your child go home?, Picture Permission, Bus Passes/Metrocards  
School Calendar  
Meet the Teacher Night  
After School Program Information

November:

Grading Policy  
Parent Teacher Conferences

January:

Promotion in Doubt Letter

March:

Parent Teacher Conferences

April:

New York State Testing Calendar

May:

Parent Teacher Night

June:

Graduation information

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

Parent Teacher Nights: September 17, May 12  
Parent Teacher Conferences: November 17, March 16  
Informal Parent Meetings are held throughout the year on Tuesdays, 3:05-3:55 and by appointment  
The Guidance Counselor meets with 8th grade parents during the High School articulation process from September-Ongoing and  
Letters and Directories are distributed for Middle School Articulation  
The Guidance Counselor schedules individual appointments upon request  
Teachers meet with parents of students with disabilities for Annual Reviews and IEP meetings

### **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.

Written communications listed in Part B Question 1 is provided in-house by school staff. Procedures include translation of documents 1- 2 weeks in advance.

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.

For face-to-face meetings, The Newport School uses the services of our own staff and/or contracts for translators through the NYC Department of Education's contracted vendor, Big Word, or uses the Translation Hotline. Administrators, teachers, paraprofessionals, and other staff members at our school speak Spanish, French, Haitian-Creole, and Russian. During critical meetings and Parent Teacher Conferences, our school supplements its internal bilingual staff with resources from Big Word and the Translation Hotline.

### **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.)

School staff members are aware of how to use translation services and over-the-phone interpretation services utilizing a T&I brochure and Language ID Guide.

## **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

At the main entrance of the school, welcome signs along with notices on the right to request translation and interpretation services are displayed in all of the languages covered under Chancellor' Regulation A-663. The school Safety Agent desk has language cards so parents can identify the language they speak. The Parents' Bill of Rights is displayed on the PA Bulletin Board and made available to parents in their preferred language by the Parent Coordinator, in addition to other resources such as the Parents' Guide to Language Access. Parents are informed of the translation services that are available to them at PA, parent/teacher, Leadership and Title I meetings and through written notices. Translated letters are backpacked home before every formal meeting informing parents of the availability of translation and interpretation services.

## **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)

Our Parent Coordinator is in regular contact with parents, ensuring that parents are receiving the translation services that they need. Feedback from parents is also gathered through PA meetings, School Leadership Team meetings, and through the annual school environment survey. The primary language of each parent is maintained in ATS and on the student emergency card. This resource is available when parents complete the Home Language Survey and the Emergency Contact card. Parents who request interpretation services regarding critical information about their child's education will be provided in house by school staff and, when necessary, using the Translation and Interpretation Unit using Speakerphone. Parents are encouraged to contact the school's parent coordinator for language assistance.