

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K227

School Name:

J.H.S. 227 EDWARD B. SHALLOW

Principal:

EDWIN HERNANDEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Edward B. Shallow JHS227 School Number (DBN): _____
Grades Served: 6,7,8
School Address: 6500 16th Avenue, Brooklyn, NY 11204
Phone Number: 718-256-8218 Fax: 718-234-6204
School Contact Person: Dr. Edwin Hernandez Email Address: Ehernan13@schools.nyc.gov
Principal: Dr. Edwin Hernandez
UFT Chapter Leader: Evelyn Liell
Parents' Association President: Lisa Cerrato
SLT Chairperson: Ms. Cynthia Dinkins
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Linda Neve
Student Representative(s): _____

District Information

District: 20 Superintendent: . Karina Costantino
415 89th Street Room 402
Superintendent's Office Address: Brooklyn, NY 11209
Superintendent's Email Address: KCostan@schools.nyc.gov
Phone Number: 718) 759-4912 Fax: 718-759-3910

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson-Harris (
Director's Office Address: 415 89th St., Brooklyn, 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: 718-759-3951 Fax: 718-759-4974

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 Comprehensive Educational Plan (CEP) 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. Edwin Hernandez	*Principal or Designee	
Ms. Evelyn Liell	*UFT Chapter Leader or Designee	
Lisa Cerrato	*PA/PTA President or Designated Co-President	
Ms. Dina Hoole	DC 37 Representative (staff), if applicable	
Linda Neve	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tony Tartaglia	CBO Representative, if applicable	
Ms. JoAnn Bramante	Member/CSA	
Ms. Cynthia Dinkins	Member/ UFT	
Ms. K. Longo	Member/ Parent	
Ms. Gregoria Lina Tirado	Member/ Parent	
Ms. Anne Harrison	Member/ Parent	
Ms. Alexandra Ortiz-Attia	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/ CSA	
Ms. Helen O'Shea	Member/Parent	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

Shallow Junior High School is an intermediate school with 1,283 students from grade 6 through grade 8. The school population comprises 1% Black, 24% Hispanic, 17% White, and 58% Asian students. The student body includes 29% English language learners and 14% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013 - 2014 was 95%

School Vision

Our Vision is to ensure that all students are college and career ready through high expectations and standards of academic excellence as they go forward on their path to becoming life-long learners.

- Maintain and adhere to a rigorous curriculum to cultivate and develop the right skills for a rapidly changing workplace.
- Educate with an integrated and technology rich curriculum that reaches across disciplines.
- Transform and encourage an atmosphere of cooperation, respect, community and values and enforce discipline and ethic codes that provide a safe environment.
- Stimulate sensitivity and understanding throughout the entire learning community to understand and accept our cultural differences our community to become adaptable professional members of society.

School Mission

Together Building a Better Tomorrow Today

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Special Initiatives

- o NIA
- o Penny Harvest
- o Community Service
- o Peer Mediation Group
- o SIFE
- o Title III ESL Program
- o National History Day
- o Respect for All
- o Science Fair
- o Social Studies Fair

o ESL Teaching Collaboration with Hunter College /CUNY

School Initiatives 2014-15

Strengths

- **Superintendents Program**
 - o Incoming 6th grade
- **Establishment of Grade Minors**
 - o 6th Grade The Arts Drama
 - o 7th Grade LOTE Spanish
 - o 8th Grade Writing
- **Incorporating The Arts**
 - o Inside Broadway
 - o Dancing Classroom
 - o VTS: Visual Thinking Strategies

- o Digital Photography

Accomplishments

- **Afterschool Programs**

- o Arista National Honor Society
- o Art Club
- o Book Club
- o C.H.A.M.P.S
- o Chess Club
- o Drama Club
- o Fantasy Fiction Book
- o Health Track Club
- o Honor Guard
- o Marching Band
- o Marketing Club
- o Mouse Squad
- o Music Club
- o Peer Mediation Club
- o Photography Club
- o Service Club
- o School Band
- o SSHT Club
- o Vocal Club
- o STEM Club
- o Student Government Club
- o Yearbook Club

- **Increased Accountability**

- o Datacation/Skedula
- o Small Group Instruction
- o Academic Intervention Services
- o RTI (Response To Intervention)

QR Areas of Celebration

- Aligned use of resources to support instructional goals that meet students’ needs
- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- Structures for positive learning environment, inclusive culture, and student success School-level theory of action and goals shared by the school community

Challenges

- **Communication**

- o Pupil Path
- o Monthly Newsletter
- o Parent ESL Classes

- **Regents Classes**

- o Continue the rigor by committing to 4 Math Regents classes (**802,805,806,810**)
- o Continue the rigor by committing to 4 Science Regents classes (**802,805,806,810**)

- **QR Areas of Focus**

- o Curricula-aligned assessment practices that inform instruction
- o Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

				2010-2011	2011-2012	2012-2013	2013-14
English % Proficient (lv 3/4)	Raw Score			29%	29%	20%	24%
	Citywide (%ile)			52%	41%	67%	71%
	District (%ile)			38%	13%	38%	38%
	Peer Group (%ile)			19%	5%	46%	50%

	Schools in Radius (%ile)			43%	30%	62%	63%
Math % Proficient (lv 3/4)	Raw Score			67%	67%	37%	38%
	Citywide (%ile)			73%	71%	82%	77%
	District (%ile)			50%	50%	50%	25%
	Peer Group (%ile)			68%	65%	92%	70%
	Schools in Radius (%ile)			67%	65%	80%	67%
English Median Adjusted Growth Percentile	Raw Score			73%	57%	73%	69%
	Citywide (%ile)			87%	20%	87%	79%
	District (%ile)			63%	0%	38%	13%
	Peer Group (%ile)			92%	5%	90%	78%
	Schools in Radius (%ile)			86%	24%	83%	78%
Math Median Adjusted Growth Percentile	Raw Score			76%	69%	74%	58%
	Citywide (%ile)			87%	82%	89%	34%
	District (%ile)			63%	38%	75%	0%
	Peer Group (%ile)			92%	76%	95%	28%
	Schools in Radius (%ile)			84%	68%	92%	34%
Attendance Rate	Raw Score			94%	96%	95%	94%
	Citywide (%ile)			66%	76%	75%	71%
	District (%ile)			25%	50%	38%	13%
	Peer Group (%ile)			57%	84%	74%	58%
	Schools in Radius (%ile)			62%	70%	68%	67%
Survey Results	Parents (citywide %ile)			3%	4%	3%	37%
	Teachers (citywide %ile)			31%	21%	25%	70%
	Students (citywide %ile)			16%	16%	33%	42%
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-14	
Progress:	B	B	A	C	A	AT	
Achievement:	A	C	C	B	B	MT	
Environment:	C	C	B	C	C	MT	
Closing the Achievement Gap:						MT	
Quality Review:	0	0	P	0	0	P	
TAP Decision / Reason							
Early Engagement							
Intervention							
Renewal School							
State Status		10-11 In Good Standing	11-12 Improve (Y1) Comp.	12-13 In Good Standing	13-14 Local Assistance Plan	14-15 Good Standing	

Key areas of focus for this school year:

By June 2016:

Goal 1

By June 2016, **SWBAT** (Staff will be able to) create a rigorous learning environment by developing a common language and culture throughout the school that will enable 100% of our students to be exposed to higher order thinking and questioning skills as measured by frequency of use in observations conducted which will result in a 3% increase of students scoring at or above proficiency (Level 3 & 4) as measured by the NYS ELA assessment

Goal 2

By June 2016, **SWBAT** (Staff will be able to) belong to a cohesive school culture by committing to students and their learning, developing a common support system, that includes school-wide school policy and rules, an enrichment program, and a teacher driven assessment program that will enable 100% of our teachers to properly manage and monitor student learning which will result in a 3% decrease in school-wide incidences as measured by the Incident Report in the NYC DOE OORS management System Report

Goal 3

By June 2016, **SWBAT** (Staff will be able to) demonstrate commitment to students and their learning by having our teachers participate in school based professional development, reflect on their practice and become members of school driven professional learning community which will result in inquiry based work that will focus on **Student to student collaborations building on Writing and Reading Strategies for effective Student Progress**

Goal 4

By June 2016, **SWBAT** (Supervisors will be able to) conduct need based and targeted professional learning sessions aimed at increasing the use of effective questioning and discussion techniques, resulting in a 25% increase of teachers using close reading strategies and scoring above the previous year's HEDI rating as measured by the MOTP advance application .

20K227 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1273	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	3	# SETSS	N/A	# Integrated Collaborative Teaching	28
Types and Number of Special Classes (2014-15)					
# Visual Arts	52	# Music	33	# Drama	16
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.9%	% Attendance Rate			94.4%
% Free Lunch	84.3%	% Reduced Lunch			7.6%
% Limited English Proficient	30.1%	% Students with Disabilities			14.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			0.6%
% Hispanic or Latino	26.2%	% Asian or Native Hawaiian/Pacific Islander			58.1%
% White	15.0%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.22
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	24.4%	Mathematics Performance at levels 3 & 4			38.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			60.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			98.9%
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	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
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			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Needs Assessment

After reviewing the data sources which included the school Performance Data Dashboard, The Framework for Great Schools Report of 2015 and conducting a needs survey with teachers, the SLT, AP departmental leaders and Principal it was determined that the school presented the following needs:

- More Parental Outreach
- Writing and Reading Strategies for effective Student Progress
- Inquiry Groups focused on Group Learning Strategies
- Assessment Strategies for differentiated lessons
- Variety in Instructional Strategies using technology
- Student Engagement and Motivation strategies
- Differentiated Instruction Strategies
- Foster a sense of collaboration so that:
 - o Teachers are committed to students and their learning.
 - o Teachers know the subjects they teach and how to teach those subjects to students.
 - o Teachers are responsible for managing and monitoring student learning.
 - o Teachers think systematically about their practice and learn from experience.
 - o Teachers are members of learning communities

After reviewing the data sources which included the school Performance Data Dashboard, The Framework for Great Schools Report of 2015 and conducting a needs survey with teachers, the SLT, AP departmental leaders and Principal it was determined that the school presented the following needs

Math % Proficient (lv 3/4)	Raw Score	0.366	0.38
	Citywide (%ile)	0.823	0.765
	District (%ile)	0.5	0.25
	Peer Group (%ile)	0.923	0.7
	Schools in Radius (%ile)	0.803	0.671
English Median Adjusted Growth Percentile	Raw Score	0.73	0.69
	Citywide (%ile)	0.872	0.792
	District (%ile)	0.375	0.125
	Peer Group (%ile)	0.897	0.775
	Schools in Radius (%ile)	0.833	0.776
Math Median Adjusted Growth Percentile	Raw Score	0.74	0.58
	Citywide (%ile)	0.893	0.343
	District (%ile)	0.75	0
	Peer Group (%ile)	0.948	0.275
	Schools in Radius (%ile)	0.924	0.343
Attendance Rate	Raw Score	0.951	0.944
	Citywide (%ile)	0.748	0.713
	District (%ile)	0.375	0.125
	Peer Group (%ile)	0.743	0.575
	Schools in Radius (%ile)	0.681	0.666
Survey Results	Parents (citywide %ile)	0.031	0.366
	Teachers (citywide %ile)	0.246	0.699
	Students (citywide %ile)	0.329	0.418

Raise the following stats within the year to show a 3% improvement as compared to city data.

Math % Proficient (lv 3/4)

English Median Adjusted Growth Percentile
Math Median Adjusted Growth Percentile

Part 2 – Annual Goal

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

By June 2016, **SWBAT** (Staff will be able to) create a rigorous learning environment by developing a common language and culture throughout the school that will enable 100% of our students to be exposed to higher order thinking and questioning skills as measured by frequency of use in observations conducted which will result in a 3% increase of students scoring at or above proficiency (Level 3 & 4) as measured by the NYS ELA assessment .

Part 3 – Action Plan

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:

- **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**
- **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).**
- **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**

**Target Group(s)
Who will be targeted?**

**Timeline
What is the start and end date?**

**Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?**

PD opportunities will be offered for teachers on a variety of instructional strategies to promote differentiation of instruction

PD opportunities will be offered for teachers on instructional strategies can be used to promote students’ higher level thinking, problem solving and research skills in all content areas. PD opportunities will be offered for teachers on Special Ed Strategies. PD opportunities will be offered for teachers on Designing coherent instruction.

PD opportunities will be offered for Parents in an effort to Engage families and supporting their understanding of Rigorous Instruction and the Common Core.

APs, Teachers, Guidance Counselors, Paraprofessionals and Parents

September 2015-June 2016

Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).

<p>Teachers will continue to implement data driven instruction strategies to improve effective instruction. Content area teachers will focus on developing students skills required on the State Assessments. Teachers will work collaboratively and focus on the targeted concepts determined by an analysis of benchmark exams.</p> <p>Incorporate the following strategies in daily instruction:</p> <ul style="list-style-type: none"> • <u>Hess’ Cognitive Rigor Matrix</u> • <u>Webb’s Depth of Knowledge</u> • <u>Close Reading Questions</u> • <u>Shallow Common Language</u> <p><u>Glossary for Educators</u></p> <p>PD opportunities will be offered for Parents in an effort to Engage families and supporting their understanding of Rigorous Instruction and the Common Core conducted by Parent Coordinator and Outside consultants</p>	<p>APs, Teachers, Guidance Counselors, Paraprofessionals and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>
<p>Increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Skedula implementation • by developing a monthly newsletter from the principal containing <ul style="list-style-type: none"> o Weekly Readings o Technology Tips o Support Updates o Instructional Resources • Content Fairs • Student Performances • Student Celebrations • Open House Sessions • Student / Parent Orientation Sessions 	<p>APs, Teachers, Guidance Counselors, Paraprofessionals and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>

In addition PD opportunities will be offered for Parents in an effort to Engage families and supporting their understanding of latest technologies to assist is student learning.			
Establishment of Grade Minors <ul style="list-style-type: none"> • 6th Grade The Arts • 7th Grade LOTE Spanish • 8th Grade Writing, Journalism Continue the Rigor with Regents Classes <ul style="list-style-type: none"> • 4 Math Regents classes (802,805,806,810) • 4 Science Regents classes (802,805,806,810) 	APs, Teachers, Guidance Counselors, Paraprofessionals and Parents	September 2015-June 2016	Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).

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.											
<ul style="list-style-type: none"> • HQ and Certified content teachers in each content area • Updated and “Living” curriculum adapted for our Shallow Community Student Population focusing on writing <ul style="list-style-type: none"> • Supplement instructional objectives by scheduling electives and increase contact hours in social studies and science content areas 											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 February 2016, there will be a 1.5 % increase in students scoring at Level 3 & 4 as measured by the January CCLS Aligned Fall Benchmark Assessment.
<ul style="list-style-type: none"> • Content area Pre & Post Assessments • Progress reports every 6 weeks • Monthly Data analysis • 9 tasks in each content area for a total of 40 assessment points throughout the year

- Increased communication with Staff
- Increased communication with Parents
- Tuesday Parent Outreach Time
- Data embedded observations for the purpose of continuous improvement
- Commitment to a culture of Change
 - o Teachers are committed to students and their learning.
 - o Teachers know the subjects they teach and how to teach those subjects to students.
 - o Teachers are responsible for managing and monitoring student learning.
 - o Teachers think systematically about their practice and learn from experience.
 - o Teachers are members of learning communities.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Needs Assessment

After reviewing the data sources which included the school Performance Data Dashboard, The Framework for Great Schools Report of 2015 and conducting a needs survey with teachers, the SLT, AP departmental leaders and Principal it was determined that the school presented the following needs:

- More Parental Outreach
 - Writing and Reading Strategies for effective Student Progress
 - Inquiry Groups focused on Group Learning Strategies
 - Assessment Strategies for differentiated lessons
 - Variety in Instructional Strategies using technology
 - Student Engagement and Motivation strategies
-
- Differentiated Instruction Strategies
 -
 - **Establishment of Grade Minors**
 - o 6th Grade The Arts
 - o 7th Grade LOTE Spanish
 - o 8th Grade Writing
 - **Incorporating The Arts**
 - o Inside Broadway
 - o Broadway Jr
 - o Dancing Classroom
 - o VTS: Visual Thinking Strategies
 - o Digital Photography
 - **Incorporation of Afterschool Programs in cooperation with CBO NIA**
 - o Arista National Honor Society
 - o Art Club
 - o Book Club
 - o C.H.A.M.P.S
 - o Chess Club
 - o Drama Club
 - o Fantasy Fiction Book
 - o Health Track Club
 - o Honor Guard
 - o Marching Band
 - o Marketing Club
 - o Mouse Squad
 - o Peer Mediation Club
 - o Photography Club
 - o Service Club
 - o School Band
 - o SSSH Club
 - o Vocal Club
 - o STEM Club
 - o Student Government Club
 - o Yearbook Club

In addition all grades are led and guided by a dedicated team of

Assistant Principal, Guidance Counselor and Dean, language translators, community assist and Parent Coordinator

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, **SWBAT** (Staff will be able to) belong to a cohesive school culture by committing to students and their learning, developing a common support system, that includes school-wide school policy and rules, an enrichment program, and a teacher driven assessment program that will enable 100% of our teachers to properly manage and monitor student learning which will result in a 3% decrease in school-wide incidences as measured by the Incident Report in the NYC DOE OORS management System Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, Students with Interrupted formal Education(SIFE), Students in Temporary Housing (STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>To address the learning</p> <p>Teachers will be supported through professional development in order to identify students in grades 6, 7 and 8th grades as students not meeting or being at risk for meeting the standards in content areas based on quarterly updates students that experienced slippage in performance score and level students that experienced stagnation in performance score and level strategies</p>	<p>APs, Teachers, Guidance Counselors, Paras and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>
<p>To address progress</p> <p>Teachers will implement data driven instruction strategies to improve effective instruction particularly in the area of Questioning, Benchmark analysis, Multiple Entry Points of Instruction, and Effective Use of Vocabulary Instruction</p>	<p>APs, Teachers, Guidance Counselors, Paras and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>

Target through inquiry teams to develop and promote school-wide initiatives for effective instruction. Institute Early Morning Program for long term ELL's Use of technology (Smart Boards, Mobile labs and Interactive software)			
<p>To address behavior patterns</p> <p>Increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Skedula implementation • by developing a monthly newsletter from the principal containing <ul style="list-style-type: none"> o Weekly Readings o Technology Tips o Support Updates o Instructional Resources • Content Fairs • Student Performances • Student Celebrations • Open House Sessions • Student / Parent Orientation Sessions 	APs, Teachers, Guidance Counselors, Paras and Parents	September 2015-June 2016	Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).
<p>Building Capacity by Creating</p> <ul style="list-style-type: none"> • Teacher Teams and Inquiry Teams • Student Cohorts and Student Government • Common Planning Periods • Parent Student Outreach & Learning Sessions • Academic Intervention Services (AIS) • Small Group Instruction (SGI) • Establishment of Grade Minors 	APs, Teachers, Guidance Counselors, Paras and Parents	September 2015-June 2016	Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).

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.

- Coordinated Program schedule
- Stars aligned licensed programs
- HQ and Certified content teachers in each content area
- School Handbook
- Student Handbook
- School Website
- Updated and “Living” curriculum adapted for our Shallow Community Student Population
- Purchase of Computer Aided Curriculum Technologies to supplement instructional objectives
- Reorganize scheduling to accommodate electives and increase contact hours in social studies and science content areas.
- Grade Deans. Grade Guidance Counselors and Grade AP’s

Teacher - Regular Grades - Per Session After/Before School Student Programs \$19,821.00 ESL

Teacher - Regular Grades - Per Session After/Before School Student Programs \$37,995.00 School Clubs

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		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 February 2016, there will be a 3% decrease in incidents from last year as measured and compared by the February NYC DOE OORS safety meeting data analysis report.

- Monthly Data analysis
- Increased communication with Staff
- Increased communication with Parents
- Increased communication with Staff
- Tuesday Parent Outreach Time

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

After reviewing the data sources which included the school Performance Data Dashboard, The Framework for Great Schools Report of 2015 and conducting a needs survey with teachers, the SLT, AP departmental leaders and Principal it was determined that the school presented the following needs:

- Curriculum Mapping And PD
- Better Understanding of the Observation Process And PD
- Increased communication on school matters Weekly Memo
- Coherent Reading Strategies and Group Learning Strategies
- Assessment Strategies tied to a Variety of Instructional Strategies
- Student Engagement and Motivation strategies
- Differentiated Instruction Strategies
- Instructional Rounds

Part 2 – Annual Goal

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

By June 2016, **SWBAT** (Staff will be able to) demonstrate commitment to students and their learning by having our teachers participate in school based professional development, reflect on their practice and become members of school driven professional learning community which will result in inquiry based work that will focus on **Student to student collaborations building on Writing and Reading Strategies for effective Student Progress**

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The school will provide PD opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the PD will be on the use of data to drive lesson planning and instruction as well as strategies to increase differentiation and foster achievement.</p>	<p>APs, Teachers, Guidance Counselors, Paras and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>
<p>Strategies will focus on ensuring that tasks match the academic needs of identified subgroups. School leaders will regularly monitor teacher planning and instructional practice in the classroom to ensure that differentiated activities are in place throughout the school. Ongoing PD will be provided for teachers as necessary</p>	<p>APs, Teachers, Guidance Counselors, Paras and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>
<p>Increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Skedula implementation • by developing a weekly newsletter from the principal containing <ul style="list-style-type: none"> o Weekly Readings o Technology Tips o Support Updates o Instructional Resources • Content Fairs • Student Performances • Monthly Student Celebrations 	<p>APs, Teachers, Guidance Counselors, Paras and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>

<ul style="list-style-type: none"> • Open House Sessions • Student / Parent Orientation Sessions 			
<p>Professional Development</p> <ul style="list-style-type: none"> • Monday PD sessions <ul style="list-style-type: none"> o Looking at student Work o Creating Tasks for Assessments o Curriculum Alignment • Incorporate the following strategies in daily instruction: <ul style="list-style-type: none"> <u>o Hess' Cognitive Rigor Matrix</u> <u>o Webb's Depth of Knowledge</u> <u>o Close Reading Questions</u> <u>o Shallow Common Language</u> <u>o Glossary for Educators</u> • Danielson's Framework • Chancellor's Strong Schools Initiative • Curriculum mapping • The Observation Process • Understanding by Design (UBD) • Universal Design for Learning (UBL) • Strategies for ELL's • Inquiry Development 	<p>APs, Teachers, Guidance Counselors, Paras and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Coordinated Program schedule • Stars aligned licensed programs

- HQ and Certified content teachers in each content area
- School Handbook
- Student Handbook
- School Website
- Updated and “Living” curriculum adapted for our Shallow Community Student Population
- Purchase of Computer Aided Curriculum Technologies to supplement instructional objectives
- Reorganize scheduling to accommodate electives and increase contact hours in social studies and science content areas.
- Grade Deans. Grade Guidance Counselors and Grade AP’s

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 February 2016, 70% of teachers will be working in cohorts with 5 students looking at student work, progression and achievement with the purpose of supporting student growth & Development. This will be observed in students overall 2nd marking period grades.

- Inquiry Meetings
- Monthly Reports
- Progress Reports
- Departmental AP and Grade Feedback

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

After reviewing the data sources which included the school Performance Data Dashboard, The Framework for Great Schools Report of 2015 and conducting a needs survey with teachers, the SLT, AP departmental leaders and Principal it was determined that the school presented the following needs:

- Curriculum Mapping
- Developing collegial trust and understanding
- Increased communication on school matters
- Increased Parental communication on school matters
- Instructional Rounds
- School Based Needs Assessments Surveys
 - Teacher Facilitated PD sessions
 - Teacher Collaborative Committees

As a school in good standing, we will focus on our ELL students and our SWD students in ELA and Math.

Part 2 – Annual Goal

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

By June 2016, SWBAT (Supervisors will be able to) conduct need based and targeted professional learning sessions aimed at increasing the use of effective questioning and discussion techniques, resulting in a 25% increase of teachers using close reading strategies and scoring above the previous year’s HEDI rating as measured by the MOTP advance application .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>															
<p>Our focus will also extend to activities to promote cultural awareness and to share best practices. We will also continue to provide our teachers with outside professional development as it becomes available. Topics of improvement include:</p> <ul style="list-style-type: none"> • Incorporate the following strategies in daily instruction: <ul style="list-style-type: none"> o <u>Hess’ Cognitive Rigor Matrix</u> o <u>Webb’s Depth of Knowledge</u> o <u>Close Reading Questions</u> o <u>Shallow Common Language</u> o <u>Glossary for Educators</u> <table border="1" data-bbox="90 1436 743 1917"> <tr> <td>Increase the use and care of tech supplies and equipment for the attainment of student objectives.</td> <td>37</td> <td>72.50%</td> </tr> <tr> <td>Using alternative materials for various age and ability levels;</td> <td>35</td> <td>63.60%</td> </tr> <tr> <td>Developing and maintaining student motivation, student interest and participation.</td> <td>32</td> <td>59.30%</td> </tr> <tr> <td>Increase the interpersonal relationships with students to develop a sense of pride in learning.</td> <td>24</td> <td>51.10%</td> </tr> <tr> <td>Differentiation of instruction and use of appropriate strategies and techniques</td> <td>25</td> <td>43.90%</td> </tr> </table>	Increase the use and care of tech supplies and equipment for the attainment of student objectives.	37	72.50%	Using alternative materials for various age and ability levels;	35	63.60%	Developing and maintaining student motivation, student interest and participation.	32	59.30%	Increase the interpersonal relationships with students to develop a sense of pride in learning.	24	51.10%	Differentiation of instruction and use of appropriate strategies and techniques	25	43.90%	<p>APs, Teachers, Guidance Counselors, Paras and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>
Increase the use and care of tech supplies and equipment for the attainment of student objectives.	37	72.50%																
Using alternative materials for various age and ability levels;	35	63.60%																
Developing and maintaining student motivation, student interest and participation.	32	59.30%																
Increase the interpersonal relationships with students to develop a sense of pride in learning.	24	51.10%																
Differentiation of instruction and use of appropriate strategies and techniques	25	43.90%																

Increase the significance of meaningful activities for the attainment of learning objectives,	21	38.90%			
Increase the number of activities which contribute to student achievement;	20	36.40%			
Becoming involved in the degree to which school policies and procedures are followed.	16	34%			
Provide ongoing computerized assessment to determine pupil progress.	19	33.30%			
Develop methods to enhance reinforcement of concepts and evaluation of learning.	15	27.30%			
Increasing my communication skills with parents	12	25.50%			
Increase the activities which contribute to the achievement of the objectives,	12	21.10%			
<ul style="list-style-type: none"> • Well defined professional activity menu items. o Peer Mediation structures for teachers and students o Save Room o Home Rooms with Family group mentality to increase personal knowledge of students o Grade School Activity Coordinators to increase unity • School-wide uniform grading policy and discipline contracts • Grade Teams built by Assistant Principal, Guidance Counselor and Dean • Open Door Policy • Grade Cohorts • Academic Intervention Services (AIS) • Small Group Instruction (SGI) <p>Teacher led Before & Afterschool Clubs based on their interest</p>	APs, Teachers, Guidance Counselors, Paras and Parents	September 2015-June 2016	Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).		
<p>Increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Skedula implementation 	APs, Teachers, Guidance Counselors, Paras and Parents	September 2015-June 2016	Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).		

<ul style="list-style-type: none"> • by developing a monthly newsletter from the principal containing <ul style="list-style-type: none"> o Weekly Readings o Technology Tips o Support Updates o Instructional Resources • Content Fairs • Student Performances • Student Celebrations & Open House Sessions • SLT matters • Student / Parent Orientation Sessions 			
<ul style="list-style-type: none"> • Establishment of Committees <ul style="list-style-type: none"> o PPT o Safety o Inquiry o Instructional Grade Teams ♣ Common Planning ♣ Teacher Teams ♣ Cohort Teams ♣ Departmental Teams o Professional Learning on Instructional Rounds o Consultation o Paper Reduction o Student Government o Technology Teams 	<p>APs, Teachers, Guidance Counselors, Paras and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</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.

- ISC Support
- Superintendents Support
- Developing Instructional Leads
- School Handbook
- Student Handbook
- School Website
- Updated and “Living” curriculum adapted for our Shallow Community Student Population
- Purchase of Computer Aided Curriculum Technologies to supplement instructional objectives
- Reorganize scheduling to accommodate electives and increase contact hours in social studies and science content areas.
- Grade Deans. Grade Guidance Counselors and Grade AP’s

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 February 2015, as a result of the targeted need based professional learning sessions to improve practice, there will be a 10% increase in teachers using effective questioning techniques.

- Surveys to continuously monitor needs
- Continuous Data Analysis
- Observations conducted by Content AP, Grade AP and Principal
- Departmental Feedback & Grade Feedback

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

After reviewing the data sources which included the school Performance Data Dashboard, The Framework for Great Schools Report of 2015 and conducting a needs survey with teachers, the SLT, AP departmental leaders and Principal it was determined that the school presented the following needs:

- After school classes for Parents
- Workshops for parents based on specific needs of their children
- Autism Training and seminars for Parents
- Learning Environment survey
- Communication
 - o Tuesday Outreach
 - o SLT
 - o PTA Meetings
 - o School Messenger
 - o Casenex / Datacation
 - o Skedula
 - o Parent Coordinator
 - o Open Door Policy
 - o Structured Communication Organization
- Content Fairs
- Student Performances
- Student Celebrations

- Open House Sessions
- Student / Parent Orientation Sessions

Part 2 – Annual Goal

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

By June 2016, **SWBAT** (School Community will be able to) increase parental contact modalities by 100% and parental involvement by 3% by offering, welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations throughout the school year which will result in a 3% increase in parent satisfaction in the areas of instructional core, systems of improvement and school culture as compared to the **NYC School Survey of 2014-15**

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>To ensure that teachers are committed to all students, including SWD and ELL’s and their learning, weekly outreach will be embedded into Tuesday parent meetings so that teacher cohorts may share with parents and their children their subject area highlights</p>	<p>APs, Teachers, Guidance Counselors, Paras and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>
<p>Afterschool clubs have been established based on all students, including SWD and ELL’s student interests & needs that are continued with the school based community based organization NIA.</p> <p>All students, including SWD and ELL’s Programs include</p>	<p>APs, Teachers, Guidance Counselors, Paras and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>

<ul style="list-style-type: none"> • NIA Program • PTA • SLT • Parent Coordinator • ESL Classes for Parents • Open Houses • Weekly Meetings • Monthly Calendar • Informational Services on Health Needs 			
<p>Increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Skedula implementation • by developing a monthly newsletter from the principal containing <ul style="list-style-type: none"> o Weekly Readings o Technology Tips o Support Updates o Instructional Resources • Content Fairs • Student Performances • Student Celebrations • Open House Sessions • Student / Parent Orientation Sessions • Parent Seminars • Parent Workshops • Classes on Skedula use for parents and students 	<p>APs, Teachers, Guidance Counselors, Paras and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent ISC , and outside consultants (CITE).</p>
<ul style="list-style-type: none"> • Tuesday Parent Outreach Time 	<p>APs, Teachers, Guidance Counselors,</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, The Superintendent</p>

<ul style="list-style-type: none"> • Increased communication with Staff • Increased communication with Parents • Tuesday Parent Outreach Time <p>Instructional Resources</p>	Paras and Parents		ISC , and outside consultants (CITE).
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Part 4 – Budget and Resource Alignment

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

- NIA Program
- PTA
- SLT
- Parent Coordinator
- Inquiry Teams
- School Messenger Communication Service
- Community Assistant for Parent Outreach
- Cohort Teaching Teams to facilitate communication
- HQ and Certified content teachers in each content area
- School Handbook
- Student Handbook
- Parent Handbook
- School Website
- Grade Deans. Grade Guidance Counselors and Grade AP’s

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 February 2016, there will be a 5 % increase in parent satisfaction in the areas of instructional core, systems of improvement and school culture as compared to the NYC School Survey of 2014-15 as measured by a Mid Year School Sponsored Parent Teacher Community Survey.

• Mid Year School Sponsored Parent Teacher Community Survey

o Parent Feedback

o Student Feedback

o Shallow Community Feedback

o NIA Feedback

o Continuing Data Mining & Analysis

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Data analysis based on various ATS reports, teacher recommendation and parent requests	<p>We will Use NY Content Reading Collection by Continental developed for NYS Schools.</p> <p>Our program will offer Multiple Entry Modalities with scaffold based instruction to improve students' reading ability.</p> <p>Goals</p> <ul style="list-style-type: none"> • To strengthen basic skills necessary for successful functioning in all content areas. • To remediate specific deficiencies in reading, writing, listening, and speaking • To enable students to successfully meet the State standards <p>To enable students to develop effective strategies for planning, monitoring, responding to, reflecting on, and ultimately develop College Ready skills.</p>	<p>Through research-based instructional methods that address individual learners and collaboration between teachers and Academic Intervention Specialist to differentiate lessons, activities, and assessments to meet the students' needs or program will consist of:</p> <p>Developing the following skills</p> <p>Skills include:</p> <ul style="list-style-type: none"> • Finding word meaning in context • Drawing conclusions and making inferences • Distinguishing fact from opinion • Identifying author's purpose • Interpreting figurative language <ul style="list-style-type: none"> • Summarizing • Finding main idea • Recalling facts and details • Understanding sequence • Recognizing cause and effect 	<p>During the School Day</p> <p>During After school activity clubs.</p>

			<ul style="list-style-type: none"> • Comparing and contrasting • Making predictions 	
Mathematics	Data analysis based on various ATS reports, teacher recommendation and parent requests	<p>We will Use NY Content Reading Collection by Continental developed for NYS Schools</p> <p>AIS math specialist teachers will provide extra support to identified students.</p> <p>Our program will offer Multiple Entry Modalities with scaffold based instruction to improve students' concept, computation and problem solving.</p> <p>Goals</p> <ul style="list-style-type: none"> • To strengthen basic skills necessary for successful functioning in math. • Basic computation • Writing in math • Short response • Strategies and Skill selection based on common core learning standards <p>To enable students to develop effective strategies for planning, monitoring, responding to, reflecting on, and ultimately develop College Ready skills</p>	<p>Through research-based instructional methods that address individual learners and collaboration between teachers and Academic Intervention Specialist to differentiate lessons, activities, and assessments to meet the students' needs our program will consist of:</p> <p>We will Use NY Content Reading Collection by Continental & Impact Mathematics developed for NYS Schools.</p> <p>Skills include:</p> <ul style="list-style-type: none"> • Reword directions or questions • Have students paraphrase directions and questions • Build on students' prior knowledge • Make connections across curricular topics • Move from concrete to representational to abstract • Use multiple representations • Offer manipulatives • Use visual charts • Offer alternative ways for students to show what they know • Provide varied, hands-on learning opportunities 	<p>During the School Day</p> <p>During After school activity clubs.</p>

			<ul style="list-style-type: none"> • Problem solving 	
Science	Data analysis based on various ATS reports, teacher recommendation and parent requests	<p>We will Use NY Content Reading Collection by Continental developed for NYS Schools.</p> <p>Our program will offer Multiple Entry Modalities with scaffold based instruction to improve students' reading ability.</p> <p>Goals</p> <ul style="list-style-type: none"> • To strengthen basic skills necessary for successful functioning in all content areas. • To remediate specific deficiencies in reading, writing, listening, and speaking • To enable students to successfully meet the State standards 	Through research-based instructional methods that address individual learners and collaboration between teachers and Academic Intervention Specialist to differentiate lessons, activities, and assessments to meet the students' needs our program	<p>During the School Day</p> <p>During After school activity clubs.</p>
Social Studies	Data analysis based on various ATS reports, teacher recommendation and parent requests	<p>We will Use NY Content Reading Collection by Continental developed for NYS Schools.</p> <p>Our program will offer Multiple Entry Modalities with scaffold based instruction to improve students' reading ability.</p> <p>Goals</p> <ul style="list-style-type: none"> • To strengthen basic skills necessary for successful functioning in all content areas. • To remediate specific deficiencies 	Through research-based instructional methods that address individual learners and collaboration between teachers and Academic Intervention Specialist to differentiate lessons, activities, and assessments to meet the students' needs our program	<p>During the School Day</p> <p>During After school activity clubs.</p>

		<p>in reading, writing, listening, and speaking</p> <ul style="list-style-type: none"> • To enable students to successfully meet the State standards 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Holds over students automatically receive AIS services in ELA and Math</p>	<p>SETSS</p> <p>Skills include:</p> <ul style="list-style-type: none"> • Provide additional examples • Use graphic organizers • Reword directions or questions • Build on students' prior knowledge • Make connections across curricular topics • Learn how to interpret tables, graphs, and other visual charts 	<p>Small Group Instruction</p>	<p>During the School Day During After school activity clubs.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The federal definition of a highly qualified teacher is one who meets the following three criteria:</p> <ul style="list-style-type: none"> • Has earned at least a bachelor's degree. • Holds full state certification. • Has demonstrated subject matter knowledge and teaching skill in each core academic subject assigned to teach. <p>Recruitment Strategies/Activities:</p> <ul style="list-style-type: none"> • Principal electronically saves resumes received sent by interested teachers who appear highly qualified on paper that may be suitable match for the Shallow Community. • Principal attends hiring fairs as necessary to identify and recruit highly-qualified teachers for ELA and math. • Principal also visits NYCDOE "Teacher Finder" website to locate highly qualified teachers. <p>Retention Strategies/Activities:</p> <ul style="list-style-type: none"> • Letters of commendation will be written for file to recognize teachers for praiseworthy actions. • Support will be given through professional development and colleagues to ensure a collaborative teaching/learning environment for teachers. • Teachers will be supported by administration through monthly faculty meetings, departmental and academy meetings. <p>Assignment Strategies/Activities:</p> <ul style="list-style-type: none"> • Assignments will be made considering the best interest of the students. • Teachers will be given preference sheets in the spring to indicate preferred assignments. • The various funding allocations will be utilized to assign teachers appropriately. <p>High quality Support/Professional Development Strategies/Activities:</p> <ul style="list-style-type: none"> • Teachers will be asked to take an on-line survey to indicate professional development needs in the beginning and middle of the school year. <p>Staff members will participate in professional development conducted by the ISC on and off</p> <ul style="list-style-type: none"> • site. • Teachers will be asked to turn-key information after they have participated in professional development workshops where appropriate. <p>JHS 227 has a Special Education IEP teacher on staff.</p> <ul style="list-style-type: none"> • The coordinator conferences, mentors, models, and does collaborative teaching with teachers.

- Holds weekly focus group meetings on various topics such as running records, conferences and looking at data.
- Attends professional development workshops and then turnkeys the information to administration and staff through instructional team meetings.
- Participates in curriculum planning and development, data analysis and coordinates interim testing.
- Assist in the mentoring and monitoring of new teachers .
- Provide ongoing teacher development seminars and model best practices and strategies for students with disabilities
- S/he will provide ongoing teacher development seminars and model best practices

JHS 227 has a English as a Second Language Coordinator on staff

- The coordinator conferences, mentors, models, and does collaborative teaching with teachers.
- Holds weekly focus group meetings on various topics such as running records, conferences and looking at data.
- Attends professional development workshops and then turnkeys the information to administration and staff through instructional team meetings.
- Participates in curriculum planning and development, data analysis and coordinates interim testing.
- Assist in the mentoring and monitoring of new teachers .
- Provide ongoing teacher development seminars and model best practices and strategies for students with disabilities
- S/he will provide ongoing teacher development seminars and model best practices

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The school will provide PD opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the PD will be on the use of data to drive lesson planning and instruction as well as strategies to increase differentiation and foster achievement. Strategies will focus on ensuring that tasks match the academic needs of identified subgroups. School leaders will regularly monitor teacher planning and instructional practice in the classroom with the use of Danielson's Framework to ensure that differentiated activities are in place throughout the school. Ongoing PD will be provided for teachers as necessary, The following topics have already been scheduled based on a survey to identify teacher's needs.

Teachers will implement data driven instruction strategies to improve effective instruction particularly in the area of Questioning, Benchmark analysis, Multiple Entry Points of Instruction, and Effective Use of Vocabulary Instruction Target through inquiry teams to develop and promote school-wide initiatives for effective instruction. Institute Early Morning Program for long term ELL's Use of technology (Smart Boards, Mobile labs and Interactive software

Professional Development

- Monday PD sessions
 - o Looking at student Work
 - o Creating Tasks for Assessments
 - o Curriculum Alignment
 - o Incorporate the following strategies in daily instruction:

- o Hess' Cognitive Rigor Matrix
- o Webb's Depth of Knowledge
- o Close Reading Questions
- o Shallow Common Language
- o Glossary for Educators

- Danielson's Framework
- Chancellor's Four Pillars
- Curriculum mapping
- The Observation Process
- Understanding by Design (UBD)
- Universal Design for Learning (UBL)
 - Strategies for ELL's
 - Inquiry Development

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/info, early intervention services, etc.).

N/A

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.

Through collaboration amongst grade teams, committees will be formed to ensure

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.
- Establishment of Committees
 - o PPT
 - o Inquiry
 - o Grade Teams
 - ♣ Common Planning
 - ♣ Teacher Teams
 - ♣ Cohort Teams
 - ♣ Grade Teams
 - ♣ Departmental Teams
 - o Professional Learning
 - o Technology Teams
- Content area Pre & Post Assessments
- Progress reports every 6 weeks
- Monthly Data analysis
- Unit tests and midterms will be developed to further assess students and monitor progress.
- 9 tasks in each content area for a total of 40 assessment points throughout the year
- Progress will be monitored and AIS services will be offered to those students scoring below school set expectations.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,026,793.00	x	18,19,23,24,27,34,36,30
Title II, Part A	Federal	0		
Title III, Part A	Federal	43,796.00	x	18,19,23,24,27,34,36,30
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	7,064,115.00	x	18,19,23,24,27,34,36,30

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP)

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. Edward B. Shallow 20K227, 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. Edward B. Shallow 20K227 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

Edward B. Shallow 20K227 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Edward B Shallow</u>	DBN: <u>20K227</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>5</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: _

Rationale

After reviewing the school report card, the progress report and conducting a needs survey with teachers, the SLT, teacher departmental leaders and assistant principal determined that the breakdown of the school was

SubGroups

	6	%	7	%	8	%	Total	
B	45	30%	39	26%	68	45%	152	
I	18	26%	15	22%	35	51%	68	
A	50	33%	64	42%	37	25%	151	
TOTAL	113	30%	118	32%	140	38%	371	

-
Further Analysis revealed that advancement was most seen in the incoming 6th grade as follows

<u>Grade</u>	<u>Beg to Int</u>	<u>Int To Adv</u>	<u>Adv To Prof</u>	<u>Beg to Adv</u>	<u>Int to Prof</u>
6	9	12	17	4	2
7	6	21	30	1	-
8	17	5	13	-	1

Students advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years;

44 in the 6th grade

58 in the 7th grade

36 in the 8th grade

Schedule & Duration

Mondays through Thursdays

7:00 a.m. - 8:00 a.m. (free breakfast will be provided)

One class (Up to 20 students)

Two Service Providers with Current ESL / Content Certification

Before School: 2 ESL teachers/ 25 weeks/ 4 days a week/ \$51.51 = \$10,300

Wednesdays & Thursdays

2:30 p.m. - 3:30 p.m. (snacks will be provided)

4 classes

8 Service providers with Current ESL/Special ed/ Content certification

After-School: 8 ESL/Content teachers/ 25 weeks/ 2 days a week/ \$51.51 = \$20,600

-
In addition, if needed the school will commit to use other funding sources as needed to supplement the cost of the Title III program

-
Language of Instruction will be ENGLISH

Depending on student enrollment, groups will have a maximum of 8-10 students per class with Certified Content Teachers and / or ESL teachers. We will use the Team-Teaching model whereby an ESL teacher will always be teamed with a content area teacher. In-so doing you can have 20 students with two teachers for a total of 5 classes.

Part B: Direct Instruction Supplemental Program Information

Materials

The program is designed to help students learn the English they need for the different school subjects. Each selection has a variety of topics, including, science, math, and social studies. The program will use features like graphic organizers, computer based systems, mobile labs to increase the modalities of instruction and Multiple Entry points, which allow ELLs to understand the material at their own level.

ELA instruction -The continued implementation of a Balanced Literacy Approach in ELA

Science instruction- ELL students follow the same pacing calendar as the English Proficient (EP) students.

Social Studies- As with science for social studies instruction, ELLs follow the same pacing calendar as the E.P. students.

Math - As with science & social studies instruction, ELLs follow the same pacing calendar as the E.P. students.

Conversation Enrichment

Using Video based programs

Using Music for comprehension enrichment

Using Co-Teaching models to facilitate experience

Targeted Grammar Practice

Developing Vocabulary

Reading Enrichment with computer based program "MyOn" and "languageNut"

Writing Responses In Content

Practicing Listening & Speaking with music and audial programs

-
-
-

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: _

Rationale

The school will provide PD opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the PD will be on

The use of data to drive lesson planning and instruction as well as strategies to increase differentiation and foster achievement.

-
-

PD Topics

Strategies will focus on ensuring that tasks match the academic needs of identified subgroups.

Creating Student Centered Goals

SpEd Strategies for ELL supplemental Instruction

Using the Smart-board for ELL Techniques

Looking at Student work

Small Group Instruction

Effective AIS

Data & Accountability

Questioning Techniques & Close Reading Strategies in the ELL classroom

Part C: Professional Development

Fundamentals of Language Acquisition

IEP and Special Ed Strategies

-
-

Teachers Receiving Training

10 Teachers Total (5 ESL Certified & 5 Content Specialists)

-
PD will Cover 10 Topics

Duration

10 Different 1 hr sessions throughout the school year

-
-

Given by the Following Providers

Tracy Kinal, ESL Coordinator Tesol Certified

Jennifer Lincoln, AP(IA) Data Specialist, NYS Certified School Building

Wandeling Dargan, AP (IA) Special Education, NYS Certified School Building

-
-

It is expected that teachers will gain knowledge in the 8 areas below:

1. Helping Students Understand Tasks

- Reword directions or questions
- Have students paraphrase directions and questions
- Preview vocabulary
- Have students highlight key information
- Use consistent and familiar routines

-
-

2. Promote Learning In Varied Ways

- Build on students' prior knowledge
- Make connections across curricular topics
- Use multiple representations
- Use visual charts
- Provide varied, hands-on learning opportunities

-
-

3. Building Student Independence

- Use "think-alouds" and other metacognitive strategies
- Teach and model strategies for:
 - o Organization (color-coding)
 - o Self-questioning and self-monitoring
 - o Problem solving
 - o Memory
- Clarify expectations (use rubrics)

-
-

4. Providing Tools for Educational Success and College Readiness

- Provide study guides with key information to reduce copying and note taking
- Use graphic organizers
- Provide class/personal word bank with key vocabulary words and visuals

-
-

5. Promoting Understanding

- Use cooperative learning
- Keep class discussions short and focused
- Provide time-management constructive feedback in the form of Confering
- Use questions, prompts, and hints
- Create small groups based on targeted skills and student needs

Part C: Professional Development

- Use flexible groups based on student progress
-
- 6. Differentiated Instruction
 - Adjust level of difficulty while continuing to challenge
 - Break down complex tasks into smaller tasks
 - Adjust amount of time for tasks
 - Create multiple versions of a problem
-
- 7. Technology Support
 - Use technology to support Multiple Entry Points
 - Use Tech based communication systems
-
- 8. Assessments
 - Formative
 - Benchmarks
 - Departmental Exams
 - Portfolio and Anecdotal Records

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: _

Parent Outreach Tuesdays

-
Parents are notified in their home language as to opportunities to come to school and meet with teachers via phone messaging. Teachers invite parents weekly, via phone calls, emails sent through Skedula, to come and discuss issues involving their children. The bilingual staff (Assisant Principal, teachers, paraprofessionals, and guidance counselor) at JHS 227 assists with these conversations.

Skedula E-mail

-
Teachers email parents regarding student progress through Skedula. Parents are notified in the native language information regarding this program, along with their username and password.

Parent ESL Classes

-
Parents who are productive citizens, literate and proficient in English are more confident and capable in supporting and participating in educational decisions affecting their children. In our efforts to empower parents to become actively engaged in their child's educational process, the ESL Department offers morning and afternoon Adult ESL classes at our school. These classes will serve as an opportunity to guide parents on how to become increasingly involved in home learning activities by providing opportunities to teach, model and guide their children. Parents attending the Adult ESL Classes receive instruction in ESL, citizenship and basic computer skills.

-

Part D: Parental Engagement Activities

Parents attend classes for 2 hours, two days out of the week. Classes begin in December 2014 and end in May 2015

- Providers

Tracy Kinal, ESL Teacher Tesol Certified

Vaughan Danvers, ESL Teacher Tesol Certified

- Translation & Interpretation

Translation & Interpretation Unit

The Translation and Interpretation Unit helps the NYC Department of Education work with families who need help communicating in English.

- Translation & Interpretation Unit

45-18 Court Square, Floor 2

Long Island City, NY 11101

Tel (718) 752-7373 - Fax (718) 752-7390

translations@schools.nyc.gov

1. Resources for working with non-English speaking families, including:

o A multilingual welcome poster and translated signage

o An archive of pre-translated applications, forms, and templates

o A language identification guide for school staff and an "I speak..." card

o Bilingual glossaries of Department of Education terminology and special education terms and definitions

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-
-
-

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 227
School Name Edward B. Shallow		

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 Dr. Edwin Hernandez	Assistant Principal Ms. Jennifer Lincoln
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Tracy Kinal	School Counselor Mary Castelo
Teacher/Subject Area Ms. Natalia Ostrow	Parent Lisa Cerrato, PTA President
Teacher/Subject Area Ms. Elaine Larkin,	Parent Coordinator Linda Neve
Related-Service Provider Ms. Hansen (SETSS)	Borough Field Support Center Staff Member Sean McClain
Superintendent Karina Costantino	Other (Name and Title)

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

D. Student Demographics

Total number of students in school (excluding pre-K)	1280	Total number of ELLs	332	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	332	Newcomers (ELLs receiving service 0-3 years)	231	ELL Students with Disabilities	61
SIFE	17	Developing ELLs (ELLs receiving service 4-6 years)	80	Long-Term (ELLs receiving service 7 or more years)	21

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	231	12	11	80	1	38	21	0	12	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

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							21	14	28					0
Chinese							72	70	67					0
Russian							4	1	3					0
Bengali							0	1	0					0
Urdu							3	5	2					0
Arabic							7	6	7					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							0	2	0					0
Albanian							1	3	0					0
Other BS, TU,TZ,							7	7	1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							40	41	38					0
Emerging (Low Intermediate)							12	7	11					0
Transitioning (High Intermediate)							13	7	15					0
Expanding (Advanced)							51	53	45					0
Commanding (Proficient)							36	22	29					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							32	20	29					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	63	10	0	0	0
7	57	7	0	0	0
8	64	3	0	0	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	43		30		14		0		0
7	28		32		15		4		0
8	38		28		14		1		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				1
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:

1. 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.

The ESL teacher is responsible for conducting the initial screening, and administering the HLIS AND NYSESLAT. They also administer the Spanish NYSITELL to students who have been identified as having Spanish as their language spoken at home. When new students come to register, the ELL Coordinator, a licensed ESL teacher, reviews the Home Language Identification Survey (HLIS) and conducts the informal oral interview. For languages other than Spanish, the ELL Coordinator utilizes the translation unit or available bilingual staff members. Within ten days, the ELL Coordinator administers the NYSITELL, if indicated by the HLIS. Using the information from the NYSITELL/NYSESLAT Eligibility Roster (RLER) ATS report, English Language Learners are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLST).

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

2015 NYSESLAT Data

6	7	n	8		
en 40 34%	en 41 38%	en	38 35%		
em 12 10%	em 7 6%	em	11 10%		
tr 13 11%	tr 7 6%	tr	15 14%		
ex 51 44%	ex 53 49%	ex	45 41%		
116 100%	108 100%		109 100%		

6th Grade	7th Grade	8th Grade
B to EM 10	B to EM 5	B to EM 7
B to EX	B to EX	B to EX

	6	9	-
B to TR		B to TR	B to TR
6	4	5	
I to EX		I to EX	I to EX
11	15	8	
I to CM		I to CM	I to CM
2	-	1	
A to CM		A to CM	A to CM
32	22	23	
Total Stud Incr	6	th 67	7
			th 55
			8
			th 44

Shallow's largest subgroup of ELLs have an expanding proficiency level, followed closely by entering proficiency level. 6th grade presents the largest gain of a proficiency level, followed 7th grade. Advanced level students across all grades prove to have the largest gains achieving language proficiency. The Intermediate to Commanding proficiency level has the least amount of students across the grades.

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

Based on data from the above sources the following changes have been implemented in our school wide model: Our Departmentalized English as a New Language program (ENL) which are full classes are mixed heterogeneously. AMAO data is used in inquiry amongst the ESL department as well as the integrated teaching partners. Students receive ENL/ELA instruction according to their proficiency level on the NYSESLAT.

Entering, Emerging – 360 minutes of ENL instruction per week With components of Stand Alone and Integrated
 Transitioning/Intermediate & Expanding/Advanced – 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.
 Commanding/P - 90 minutes of Integrated instruction.
 Students follow a differentiated ELA curriculum based on reader's and writer's workshop. There is a strong focus the stages of grammar and stages of word knowledge.

AMAO Data:

According to the AMAO 2 data, a higher percentage of newcomer (0-3) and long term ELLs (6+) are not testing out of the NYSESLAT. The 6th grade had the highest amount of students achieving proficiency under AMAO 2. Across all 3 grades, Mandarin and Chinese speaking students achieved represented the largest language to achieve proficiency on the NYSESLAT.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

a) 6th Grade	7th Grade	8th Grade
B to EM	B to EM	B to EM
10	5	7
B to EX	B to EX	B to EX
6	9	-
B to TR	B to TR	B to TR
6	4	5
I to EX	I to EX	I to EX

11	15	8			
I to CM 2	I to CM -	I to CM 1			
A to CM 32	A to CM 22	A to CM 23			
Total Stud Incr	6th 67	7th 55	8th 443		
6	7	8			
en 40	34%	en 41	38%	en 38	35%
em 12	10%	em 7	6%	em 11	10%
tr 13	11%	tr 7	6%	tr 15	14%
ex 51	44%	ex 53	49%	ex 45	41%
116	100%	108	100%	109	100%

The 6th grade had the highest amount of students achieving proficiency under AMAO 2. Across all 3 grades, Mandarin and Chinese speaking students achieved represented the largest language to achieve proficiency on the NYSESLAT.

Analysis is based on the latest NYSESLAT as the Periodic assessments are not available

Incoming students in the 6th grade present the greatest improvement in proficiencies but data shows that the largest movement in levels was seen with students advancing towards and achieving EX and CM levels.

We do not have bilingual or dual language program. As a result, no data is available for tests taken in the home language.

b. As a result, instruction and professional development across grades and content areas is being provided so as to increase school-wide understanding of strategies and methodologies that would support learning objectives and student achievement. As a result of NYSESLAT data and teacher-based inquiry, instruction and PD is being given in the necessary areas of instruction in order to increase student achievement.

c. The Periodic assessment was not offered. JHS 227 will analyze the baseline assessments given to all students in ELA, Math, SS and Science to establish a baseline of comparison with all students and adjust AIS to support student achievement.

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*.]
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
ELLs are programmed in their classes by their language proficiency level from the recent NYSESLAT results in conjunction with the State Math assessment results. This programming style allows for detailed differentiation in the content-area instruction. ENL services are provided homogeneously by proficiency level by grade, and AIS as needed.
JHS 227 students are serviced in ENL currently. Students receive ENL/ELA instruction according to their proficiency level on the NYSESLAT.
Entering, Emerging – 360 minutes of ENL instruction per week With components of Stand Alone and Integrated
Transitioning/Intermediate & Expanding/Advanced – 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.
Commanding/P - 90 minutes of Integrated instruction.
Students follow a differentiated ELA curriculum based on reader's and writer's workshop. There is a strong focus the stages of grammar and stages of word knowledge.
Students remain in a blended general education environment for content areas. The ESL component of the mixed class is proficiency based. Students receive instruction in English with a focus on vocabulary. Teachers are trained in ESL methodologies and strategies. In addition PD has been incorporated throughout the year to support the general education content area teachers. All teachers receive 15% their professional development in lanugage acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLS. ENL teachers receive 50% of the latter. Records are maintained by using a sign in sheet.
Students participate in the ELA, Math and other content areas of instruction with non ELL students. Ell students in stand-alone settings are taught using the Shining Star Program, which is aligned to the Common Core Learning Standards. This is a three-level English language learning program based on the systematic development of skills and strategies. The program comes with a students workbook, an annotated teacher's edition, an audio program, an assessment guide, resources for teachers, resources for students, transparencies, videos and student cd-rom. The program is designed to help students learn the English they need for the different school subjects. Each selection has a variety of topics, including, science, math, and social studies.
ELA instruction -The continued implementation of a Balanced Literacy Approach in ELA: Classroom libraries and academic support personnel in the classroom.

Science instruction- ELL students follow the same pacing calendar as the English Proficient (EP) students. JHS 227 uses McGraw Hill text book. This text book features many graphic organizers, which allow ELLs to see the lesson's information visually. It helps them organize, summarize information and to remember the content of the lesson.

Social Studies- As with science for social studies instruction, ELLs follow the same pacing calendar as the E.P. students. Student in the six grades use the Our World's Story textbook by Harcourt Brace and Company. Students in seven and eight grade are using the Holt McDougal, United States History and New York History: Beginnings to 1877. Students are taught how to analyze written sources (primary and secondary,) artifacts, historical maps, photographs, political cartoons and become active readers. Content areas teachers receive professional development on how to differentiate for ELLs.

Math Instruction - Includes the implementation of daily writing activities using CMP3 Math and is supplemented by Hot Words, Hot Topics. Our ELL receive the same instruction in math as E.P. students.

Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance to meet the NY State standards in ELA. Although the intensity of the services provided vary, based on the individual needs of students, all grade 6-8 students performing in Levels 1 and 2 and all students deemed to be at risk, including students with disabilities and English Language Learners, will receive appropriately targeted services. Former ELLs are included in AIS services on of the following AIS services ; Jamestown Reading Navigator, Read 180 ,SRA, AMP, River Deep , and Focus on Literacy.

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?

There is no dual language program here; the parent selection forms dictate ENL programs.

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

Based on identified areas of improvement we have put into place various programs, which are analyzed quarterly for effectiveness and growth.

We have established a schedule of intervisitations to share best practices, organized Inquiry Teams to look at student work and devise interventions that address individual student needs, have introduced school wide monthly formative assessment practice in all content areas, have programmed teacher led peer tutoring, and small group intervention periods as professional activities, in addition to support growth we offer targeted professional development to support instructional expectations.

Additionally, we survey teachers for a more comprehensive approach to our programs and continue to analyze the data and tailor instruction accordingly.

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.

Shallow Intermediate, JHS 227 follows an initial identification process to ensure that students who may possibly be ELLs are properly identified, correctly and timely placed. The ENL Coordinator, along with the pupil accounting secretary ensure the following initial screening process: at time of enrollment, the pupil accounting secretary calls the ESL coordinator. The parent is given the Home Language Identification Survey (HLIS) to determine NYSITELL eligibility. If the Home Language is English, then the process is stopped and the student is placed in the general education program. If the home language is other than English or the student's native language is other than English, an indepth interview with the parent and student regarding student's past academic history will take place. If there is sufficient evidence of no need for language acquisition assistance then the child will not be an ELL and the parent will be notified of their right to change the status within 45 school days. However, if the child proves to need language acquisition assistance, then student is administered a NYSITELL. Additionally, JHS 227 has bilingual translators onsite to conduct interviews. For Special education students- CSE makes the recommendations for ESL or bilingual services for students with disabilities.

Administering the NYSITELL

If the student scores at the CM level, then the student is not an ELL and enters the general education program. If student scores at the EN, EM, TR or EX level, student is an ELL. Students are placed in the desired program as chosen by the parent. Students who are Spanish speaking will receive the Spanish NYSITELL. Once it has been determined that a student is an ELL, parent is sent entitlement letter and given the choice to place the child in one of the following programs; Traditional bilingual, Dual Language and Free standing ENL. All of this is done within ten (10) days. Bilingual translators are used to conduct the meetings. In order to comply with the Parent Choice and Program Selection Forms all ELLs participate in a free-standing ENL program and receives the required amount

of ESL/ELA instruction as specified in CR Part 154. All instruction is conducted in English; EN and EM levels of English proficiency receive two units (360 minutes) of ESL instruction, and TR and EX students receive one unit of ESL (180 minutes) and one unit of ELA (180 minutes). Students receiving ESL are grouped by proficiency level by grade. Parents who wish to have bilingual or dual language are informed of neighboring schools where such program exists. The school goes through lengthy efforts by checking with DELLSS and placements office for assistance. If programs do not exist parents are informed, that when 15 students in two contiguous grades are reached who may also want bilingual, a bilingual class may be opened if they still want bilingual. Parents are informed of their rights in their native language. We use translated materials (brochures, videos) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and onsite interpretation services. JHS 227 is extremely lucky to have a wealth of onsite Bilingual personnel (Principal, teachers, paraprofessionals and guidance counselor) that assist with placement .

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).

Shallow Intermediate, JHS 227 follows an initial identification process to ensure that students who may possibly be ELLs are properly identified, correctly and timely placed. The ENL Coordinator, along with the pupil accounting secretary ensure the following initial screening process: at time of enrollment, the pupil accounting secretary calls the ESL coordinator. The parent is given the Home Language Identification Survey (HLIS) to determine NYSITELL eligibility. If the Home Language is English, then the process is stopped and the student is placed in the general education program. If the home language is other than English or the student's native language is other than English, an in-depth interview with the parent and student regarding student's past academic history will take place. If there is sufficient evidence at this point to suspect the student has had inconsistent formal education, an additional interview with the LENS. SIFE status will be updated on case-by-case basis in ATS screen BNDC no later than 30 days after enrollment.

The ATS report RSFE will be used to identify all students educational backgrounds. In addition parents are asked to complete an online survey in their native language to further assess and accommodate all students.

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).

JHS 227 LPT members: Dr. Edwin Hernandez, Principal, Tracy Kinal (ESL coordinator), Jennifer Lincoln, AP of ESL, Wandeling Dargan, AP of Special Education, Natalia Ostrow, SPED coordinator, parent/ guardian of student.

If the new student has a home language that is not English, the LPT will interview the student in Both English and the home language, review student's prior school work, if available, in both English and home language. Also reviewed by the LPT is the history of language use in the school and home community, results of the evaluation of the student in accordance with CR Part 200.4(b)(6), and also information provided by CSE whether the student's disability is a determining factor in demonstrating proficiency in English. If the LPT decides that the student has language acquisition needs, the student is then administered the NYSITELL. If no, the principal reviews the decision. The principal can decide to administer the NYSITELL or if not, the principal will forward the decision to the superintendent. The parent/guardian will be notified within 3 business days, in their language of choice noted on the home language survey, of the decision. If the superintendent reviews and finds the student eligible for the NYSITELL, the school shall administer the exam within 10 school days of the judgement. The school shall notify the parent/guardian within 5 school days. The LPT will complete the Language Proficiency Team NYSITELL Determination Form for the student's cumulative folder. Copies of all documentation will be kept in binders in the office of the ENL Coordinator.

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.

Shallow Intermediate, JHS 227 follows an initial identification process to ensure that students who may possibly be ELLs are properly identified, correctly and timely placed. The ENL Coordinator, along with the pupil accounting secretary ensure the following initial screening process: at time of enrollment, the pupil accounting secretary calls the ESL coordinator. The parent is given the Home Language Identification Survey (HLIS) to determine NYSITELL eligibility. If the Home Language is English, then the process is stopped and the student is placed in the general education program. If the home language is other than English or the student's native language is other than English, an in-depth interview with the parent and student regarding student's past academic history will take place. If there is sufficient evidence of no need for language acquisition assistance then the child will not be an ELL and the parent will be notified of their right to change the status within 45 school days. However, if the child proves to need language acquisition assistance, then student is administered a NYSITELL.

Entitlement letters are sent to parents of newly arrived ELLs in NYC and at JHS 227. Once a child has been identified as requiring services, a placement letter is sent home. This letter informs the parent of whether or not their child is entitled to services. The ENL coordinator keeps records of students and letters that they have received.

All these letters are kept in a binder in the ENL coordinator's office. Phone calls are made when a letter is not returned. These phone

calls are made in the students' native language by either a bilingual teacher, paraprofessional or guidance counselor. All communications with parents in written or oral form will be translated to the home language on record on ATS with the use of: School Messenger, Datacation, Skedula and Google Translate and the Translation & Interpretation Unit, Electronic School Handbook, Website using Translation Programs, Calendar will be in electronic form and NYCDOE correspondence and on nycenet.edu is available in most of home languages, translators on staff for big events.

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).

JHS 227 provides ELL parents with information about identification and placement bilingual / ENL services and gives them an opportunity to ask questions so that they can make an informed program selection. We have these meetings within the mandated ten (10) days and ongoing basis throughout the year. The ENL coordinator and the Parent Coordinator hold meetings with parents on one-on-one and phone conversations. The ENL coordinator provides parents with information about curriculum, learning standards, expectations for students, and assessments.

The parent is also informed as to their right to ask for a re-evaluation of their student's ELL status within 45 school days of enrollment. Upon written request the school will review all documentation provided at the time of enrollment, current work in English and home language, if available. The school may administer the NYSITELL, if it wasn't administered before, at the time of enrollment. The school will notify the parent/guardian of the results. The principal will determine, based upon the recommendation of the ENL Coordinator and AP of ESL, whether to change the student's ELL status. Parent/guardian will be notified in preferred language, notified on the home language survey. If the recommendation is to change ELL status, the principal forwards all documentation to the superintendent for final decision. The parent/guardian is notified in writing in the preferred language, notified on the home language survey within 10 school days. Copies of all documents are kept in a binder in the ENL coordinator's office.

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.

JHS 227 provides ELL parents with information about identification and placement bilingual / ENL services and gives them an opportunity to ask questions so that they can make an informed program selection. We have these Parent Orientation meetings within the mandated ten (10) school days and ongoing basis throughout the year. The ENL coordinator and the Parent Coordinator hold meetings with parents on one-on-one and phone conversations. The ENL coordinator provides parents with information about the three different ELL programs available: transitional bilingual, dual language, and freestanding ESL/ENL. This information includes the video for Parent Orientation, provided by the DELLSS. Interpreters are available to assist the parent/guardian with fully comprehending the choices available and the proper placement for their student. The ENL Coordinator provides flexible scheduling to assist families and their needs. The ENL Coordinator keeps records for each student in a binder to ensure timely completion of documents. The ENL Coordinator is a NYS licensed TESOL k-12 provider. If the parent/guardian does not fill out and return the parent Survey Selection Form, the default program is transitional bilingual, as per CR Part 154.2.

All information is conveyed in the same manner as meetings for identification and placement. All communications with parents in written or oral form will be translated to the home language on record on ATS with the use of:

School Messenger, Datacation, Skedula and Google Translate and the Translation & Interpretation Unit, Electronic School Handbook, Website using Translation Programs, Calendar will be in electronic form and NYCDOE correspondence and on nycenet.edu is available in most of home languages, translators on staff for big events.

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.

JHS 227 provides ELL parents with information about identification and placement bilingual / ENL services and gives them an opportunity to ask questions so that they can make an informed program selection. We have these Parent Orientation meetings within the mandated ten (10) school days and ongoing basis throughout the year. The ENL coordinator and the Parent Coordinator hold meetings with parents on one-on-one and phone conversations. The ENL coordinator provides parents with information about the three different ELL programs available: transitional bilingual, dual language, and freestanding ESL/ENL. This information includes the video for Parent Orientation, provided by the DELLSS. Interpreters are available to assist the parent/guardian with fully comprehending the choices available and the proper placement for their student. The ENL Coordinator provides flexible scheduling to assist families and their needs. The ENL Coordinator keeps records for each student in a binder to ensure timely completion of documents. Multiple invitations / requests are sent to the family to assist them with the documentation. Copies of all documentation related to ELL students are kept in binders in the ENL Coordinator's office.

The ENL Coordinator is a NYS licensed TESOL k-12 provider. If the parent/guardian does not fill out and return the parent Survey Selection Form, the default program is transitional bilingual, as per CR Part 154.2.

All information is conveyed in the same manner as meetings for identification and placement. All communications with parents in written or oral form will be translated to the home language on record on ATS with the use of:

School Messenger, Datacation, Skedula and Google Translate and the Translation & Interpretation Unit, Electronic School Handbook, Website using Translation Programs, Calendar will be in electronic form and NYCDOE correspondence and on nycenet.edu is available in most of home languages, translators on staff for big events.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. HS 227 provides ELL parents with information about identification and placement bilingual / ENL services and gives them an opportunity to ask questions so that they can make an informed program selection. We have these Parent Orientation meetings within the mandated ten (10) school days and ongoing basis throughout the year. The ENL coordinator and the Parent Coordinator hold meetings with parents on one-on-one and phone conversations. The ENL coordinator provides parents with information about the three different ELL programs available: transitional bilingual, dual language, and freestanding ESL/ENL. This information includes the video for Parent Orientation, provided by the DELLSS. Interpreters are available to assist the parent/guardian with fully comprehending the choices available and the proper placement for their student. The ENL Coordinator provides flexible scheduling to assist families and their needs. The ENL Coordinator keeps records for each student in a binder to ensure timely completion of documents. Multiple invitations /requests are sent to the family to assist them with the documentation. Copies of all documentation related to ELL students are kept in binders in the ENL Coordinator's office. Phone calls in the preferred home language are made daily until the parent selection forms are completed. Phone calls are made through interpreters, either from school personnel or with the assistance of the Translation and Interpretation Unit.

The ENL Coordinator is a NYS licensed TESOL k-12 provider. If the parent/guardian does not fill out and return the parent Survey Selection Form, the default program is transitional bilingual, as per CR Part 154.2.

All information is conveyed in the same manner as meetings for identification and placement. All communications with parents in written or oral form will be translated to the home language on record on ATS with the use of:

School Messenger, Datacation, Skedula and Google Translate and the Translation & Interpretation Unit, Electronic School Handbook, Website using Translation Programs, Calendar will be in electronic form and NYCDOE correspondence and on nycenet.edu is available in most of home languages, translators on staff for big events.

9. Describe how your school ensures that placement parent notification letters are distributed. Shallow Intermediate, JHS 227 follows an initial identification process to ensure that students who may possibly be ELLs are properly identified, correctly and timely placed. The ENL Coordinator, along with the pupil accounting secretary ensure the following initial screening process: at time of enrollment, the pupil accounting secretary calls the ESL coordinator. The parent is given the Home Language Identification Survey (HLIS) to determine NYSITELL eligibility. If the Home Language is English, then the process is stopped and the student is placed in the general education program. If the home language is other than English or the student's native language is other than English, an in-depth interview with the parent and student regarding student's past academic history will take place. If there is sufficient evidence of no need for language acquisition assistance then the child will not be an ELL and the parent will be notified of their right to change the status within 45 school days. However, if the child proves to need language acquisition assistance, then student is administered a NYSITELL.

Entitlement letters are sent to parents of newly arrived ELLs in NYC and at JHS 227. Once a child has been identified as requiring services, a placement letter is sent home. This letter informs the parent of whether or not their child is entitled to services. The ENL coordinator keeps records of students and letters that they have received. All these letters are kept in a binder in the ENL coordinator's office. Phone calls are made when a letter is not returned. These phone calls are made in the students' native language by either a bilingual teacher, paraprofessional or guidance counselor. All communications with parents in written or oral form will be translated to the home language on record on ATS with the use of:

School Messenger, Datacation, Skedula and Google Translate and the Translation & Interpretation Unit, Electronic School Handbook, Website using Translation Programs, Calendar will be in electronic form and NYCDOE correspondence and on nycenet.edu is available in most of home languages, translators on staff for big events.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL coordinator keeps records of students and all documentation/ letters that they have received. Copies of all documentation/ letters are kept in a binder in the ENL coordinator's office. Phone calls are made when a letter is not returned. These phone calls are made in the students' native language by either a bilingual teacher, paraprofessional or guidance counselor. ENL Coordinator ensures original documentation is maintained in student cumulative folders.
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.

The Testing AP, Testing Coordinator and ENL Coordinator, meet on a monthly basis and use the database created by the principal to track and ensure all student slated for ENL are adequately aligned. Because students are programmed into general ed classes and the integrated model students that must be re-identified will not lose continuity of instruction. Students are adequately monitored and assurance of program compliance is evaluated. The database is updated by the principal on a weekly basis until the testing window

which is then done daily. ATS reports used to maintain database include RDGS, RLAT, RELC, RADP. ENL Coordinator has a checklist of names for each component of the NYSESLAT, which gets updated as complete as each section is administered. the AP of ESL and the ENL Coordinator monitor absentees daily. Components missed due to absence are made-up within the testing window period allowed. All grids are verified and accounted for by the ENL Coordinator, the AP of ESL, and a member of the school testing team.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL coordinator ensures that parents whose children still qualify for ENL services receive Continued entitlement Letters. This letter is distributed at the beginning of the school year to existing ENLs in the program and to any student that transfers to JHS 227. At the same time the NON-Entitlement Letter is distributed to the students that passed the NYSESLAT in the spring. Entitlement letters are sent to parents of newly arrived ENLs in NYC and at JHS 227. Once a child has been identified as requiring services, a placement letter is sent home. This letter informs the parent of whether or not their child is entitled to services. The ENL coordinator keeps records of students and letters that they have received. All these letters are kept in a binder in the ENL coordinator's office. Phone calls are made when a letter is not returned. These phone calls are made in the students' native language by either a bilingual teacher, paraprofessional or guidance counselor.
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).

Trends discovered are that parents of ELLs have consistently chosen Freestanding ESL/ENL as their program for their children. Less than 15 in two contiguous grades in any one language have chosen either Transitional Bilingual programs or Dual Language programs. BESIS numbers not available. We have Freestanding ESL classes based upon the responses of the Parent Survey and Selection Forms. JHS 227 provides ELL parents with information about identification and placement bilingual / ENL services and gives them an opportunity to ask questions so that they can make an informed program selection. We have these Parent Orientation meetings within the mandated ten (10) school days and ongoing basis throughout the year. The ENL coordinator and the Parent Coordinator hold meetings with parents on one-on-one and phone conversations. The ENL coordinator provides parents with information about the three different ELL programs available: transitional bilingual, dual language, and freestanding ESL/ENL. This information includes the video for Parent Orientation, provided by the DELLSS. Interpreters are available to assist the parent/guardian with fully comprehending the choices available and the proper placement for their student. The ENL Coordinator provides flexible scheduling to assist families and their needs. The ENL Coordinator keeps records for each student in a binder to ensure timely completion of documents. The ENL Coordinator is a NYS licensed TESOL k-12 provider. If the parent/guardian does not fill out and return the parent Survey Selection Form, the default program is transitional bilingual, as per CR Part 154.2.

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.

All instruction is conducted in English; EN and EM levels of English proficiency receive two units (360 minutes) of ESL instruction: one unit stand alone and one unit of integrated instruction with a certified ENL service provider. TR and EX students receive one unit of ESL integrated instruction (180 minutes) and one unit of ELA (180 minutes) with a certified ENL service provider. CM students receive .5 units of integrated ENL services with a certified ENL service provider. Students receiving ESL are grouped by proficiency level by grade. Through an integrated model students receive ENL/ELA instruction according to their proficiency levels on the NYSESLAT.

For other content areas students remain with mixed peers in a blended environment and an integrated model will be used :

- b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

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

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

All instruction is conducted in English; EN and EM levels of English proficiency receive two units (360 minutes) of ESL instruction: one unit stand alone and one unit of integrated instruction. TR and EX students receive one unit of ESL integrated instruction (180 minutes) and one unit of ELA (180 minutes). CM students receive .5 units of integrated ENL services. Students receiving ESL are grouped by proficiency level by grade. Through an integrated model students receive ENL/ELA instruction according to their proficiency levels on the NYSESLAT.

For other content areas students remain with mixed peers in a blended environment and an integrated model will be used :

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.

Students remain in a blended general education environment for content areas. The ESL component of the mixed class is proficiency based. Students receive instruction in English with a focus on vocabulary. Teachers are trained in ESL methodologies and strategies. In addition PD has been incorporated throughout the year to support the general education content area teachers. All teachers receive 15% their professional development in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. ENL teachers receive 50% of the latter. Records are maintained by using a sign in sheet.

Students participate in the ELA, Math and other content areas of instruction with non ELL students. ELL students in stand-alone settings are taught using the Shining Star Program, which is aligned to the Common Core Learning Standards. This is a three-level English language learning program based on the systematic development of skills and strategies. The program comes with a students workbook, an annotated teacher's edition, an audio program, an assessment guide, resources for teachers, resources for students, transparencies, videos and student cd-rom. The program is designed to help students learn the English they need for the different school subjects. Each selection has a variety of topics, including, science, math, and social studies.

ELA instruction -The continued implementation of a Balanced Literacy Approach in ELA: Classroom libraries and academic support personnel in the classroom.

Science instruction- ELL students follow the same pacing calendar as the English Proficient (EP) students. JHS 227 uses McGraw Hill text book. This text book features many graphic organizers, which allow ELLs to see the lesson's information visually. It helps them organize, summarize information and to remember the content of the lesson.

Social Studies- As with science for social studies instruction, ELLs follow the same pacing calendar as the E.P. students. Student in the six grades use the Our World's Story textbook by Harcourt Brace and Company. Students in seven and eight grade are using the Holt McDougal, United States History and New York History: Beginnings to 1877. Students are taught how to analyze written sources (primary and secondary,) artifacts, historical maps, photographs, political cartoons and become active readers. Content areas teachers receive professional development on how to differentiate for ELLs.

Math Instruction - Includes the implementation of daily writing activities using CMP3 Math and is supplemented by Hot Words, Hot Topics. Our ELL receive the same instruction in math as E.P. students.

Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance to meet the NY State standards in ELA. Although the intensity of the services provided vary, based on the individual needs of students, all grade 6-8 students performing in Levels 1 and 2 and all students deemed to be at risk, including students with disabilities and English Language Learners, will receive appropriately targeted services. Former ELLs are included in AIS services on of the following AIS services ; Jamestown Reading Navigator, Read 180 ,SRA, AMP, River Deep , and Focus on Literacy.

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

While NLA is not part of our parental choice program, the native language is supported throughout the school year with NLA libraries.

Based on identified areas of improvement we have put into place various programs, which are analyzed quarterly for effectiveness and growth.

We have established a schedule of intervisitations to share best practices, organized Inquiry Teams to look at student work and devise interventions that address individual student needs, have introduced school wide monthly formative assessment practice in all content areas, have programmed teacher led peer tutoring, and small group intervention periods as professional activities, in addition to support growth we offer targeted professional development to support instructional expectations.

Additionally, we survey teachers for a more comprehensive approach to our programs and continue to analyze the data and tailor instruction accordingly.

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

Schoolwide instruction is based on the four modalities of listening, speaking, reading and writing. A writing and speaking component is embedded in all content areas so as to ensure continuous practice year long. The use of technology in the content areas also aids in the four modalities of reading, writing, speaking, and listening. Students continuing transitional support

are grouped in their classrooms for weaknesses as informed from the NYSESLAT test and a class portfolio provides evidence to support ongoing instruction. Reading, writing, listening and speaking are included in lesson planning across content areas. JHS 227 students, including ENL students are constantly assessed through listening, observation, conversations, portfolios, anecdotes, and exit s

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

Part 154 Extension of Services List allows Long Term ELL's to remain in ENL and allows for extended time as a test modification on all standardized tests. Academic Intervention Services (AIS). A teacher, specifically assigned for this purpose, will instruct Extension of Services students in small groups. AIS teacher will focus on reading and writing strategies as well as test preparation to ensure that Long Term ELLs meet the standards. A teacher who has been assigned to work with "newcomers" provides instruction that helps these students acquaint themselves to American life and orient them to American culture, their new community, and school routines/expectations. Data indicates that the ELL population can significantly benefit from vocabulary instruction. This program will be primarily used with TR & EX students.

ELLs with IEPs will receive all above services and will be serve according to their IEP mandates. Although we do not have a large population of SIFE students, a SIFE libraries have been purchased to be used with SIFE students Professional development on how to better serve this population is also being implemented.

ELLs in US schools less than three years, follow a modified ELA curriculum based on reader's and writer's workshop. There is a strong focus the stages of grammar and stages of word knowledge. There is a focus on verb tenses and verb forms. Students are early readers and receive a classroom library for their readability level.

ELLs receiving service 4 to 6 years are immersed in a more rigorous reading and writing workshop which is aligned to the English Language Arts Curriculum. There is a focus still on language development and reading and writing. These students are immersed with a rich classroom library and are expected to raise their level of reading and writing volume.

Long Term ELLs received an English Language Arts Curriculum. There is a focus of paired reading and writing partnerships. ELLs with special needs follow the recommendations on the IEPs and the English Language Arts Curriculum. Students receive small group instruction from the SETSS teacher using a variety of strategies and intervention programs.

Former ELLs for up to two years after testing commanding/proficient on the NYSESLAT receive .5 units of integrated ENL services with a certified ENL provider in ELA or content classrooms. They also receive ELL testing modifications on state exams for those two years. They receive time and a half, bilingual glossary or translated edition of the exam, an interpreter for low frequency languages if necessary, and a separate location.

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.

The parent is informed as to their right to ask for a re-evaluation/re-identification of their student's ELL status within 45 school days of enrollment. Upon written request the school will review all documentation provided at the time of enrollment, current work in English and home language, if available. The school may administer the NYSITELL, if it wasn't administered before, at the time of enrollment. The school will notify the parent/guardian of the results. The principal will determine, based upon the recommendation of the ENL Coordinator and AP of ESL, whether to change the student's ELL status. Parent/guardian will be notified in preferred language, notified on the home language survey. If the recommendation is to change ELL status, the principal forwards all documentation to the superintendent for final decision. The parent/guardian is notified in writing in the preferred language, notified on the home language survey within 10 school days. Copies of all documents are kept in a binder in the ENL coordinator's office. Because our ELLs are part of general education classrooms, which receive integrated ENL services, student's academic progress is not adversely affected by a re-evaluation/ re-identification. Change is not necessary for the student, the ENL provider is already programmed for the classroom, if the student is in need of services or not.

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?

Our focus will also extend to activities to promote cultural awareness and to share best practices. We will also continue to provide our teachers with outside professional development as it becomes available.

- Smartboard technology
- IPADs
- Laptops
- Cooperative Learning

- ESL/ELA standards
- Adapting Content Area
- Incorporating graphic organizers
- Portfolio assessment
- NYSESLAT
- ESL strategies
- Classroom Management,
- Content Based Instruction/ Sheltered instruction method
- Overview of Second Language learning theory; BICS, CALP Comprehensible Input
- Scaffolding
- Graphic organizers
- Think aloud
- Social Cultural theory
- Addressing the needs of English language Learners with disabilities
- Team teaching strategies
- Vocabulary PD

Accountable talk

Text based readings

Close Reading

Native Language Libraries

Word to word glossaries by native language

All listed materials are used with all students of JHS 227 including ELL-SWDs

We additionally provide staff members with inter-visitations as well as lunch and learns. Training will also take place during weekly professional development sessions. Additionally the DELLSS has resources available on the website. The DELLSS do provide PD to the ENL coordinators that is utilized at JHS 227. Teachers are trained in ESL methodologies and strategies. In addition PD has been incorporated throughout the year to support the general education content area teachers. All teachers receive 15% their professional development in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLS. ENL teachers receive 50% of the latter. Records are maintained by using a sign in sheet.

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?

ELLs with special needs follow the recommendations on the IEPs and the English Language Arts Curriculum. ELLs with IEPs will receive all above services and will be served according to their IEP mandates.

ELLs with IEPs will receive all above services and will be serve according to their IEP mandates. . aisThese students are immersed with a rich classroom library and are expected to raise their level of reading and writing volume.

Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance to meet the NY State standards in ELA. Each grade has 4 programmed additional AIS services to support ELA and Math for all students, including students with disabilities and English Language Learners. Former ELLs are included in AIS services.

Chart

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

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

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

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



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

Chart

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

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

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

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

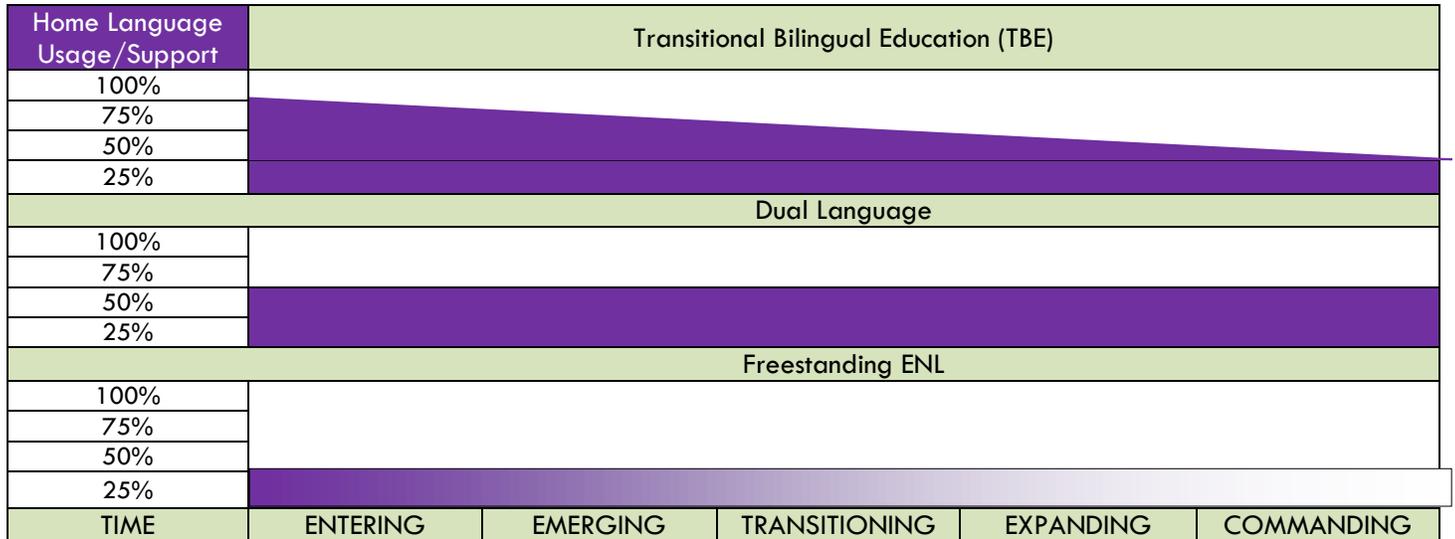


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention for ELL students in the content areas includes instruction using ELL methodologies which practices immersion of vocabulary. Students are immersed in academic vocabulary building. Students also receive reading and writing in their content areas. The use of technology in the content areas also aids in the four modalities of reading, writing, speaking, and listening. JHS 227 continuously uses a data-driven approach to improve student performance. By using item analysis, portfolio assessment, and other indicators we identify and address student weaknesses and target areas for growth on an on-going basis. The Assistant Principal and the ENL coordinator use the RLAT, RMSR and the RNMR on ATS from the NYSESLAT to program the ELLs according to level. This data is also used by teachers to plan instruction. For those students that do not have a NYSESLAT, score the NYSITELL score (data) is used.

Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance to meet the NY State standards in ELA. Each grade has 4 programmed additional AIS services to support ELA and Math for all students. Although the intensity of the services provided vary, based on the individual needs of students, all grade 6-8 students performing in Levels 1 and 2 and all students deemed to be at risk, including students with disabilities and English Language Learners, will receive appropriately targeted services. Former ELLs are included in AIS services on of the following AIS services ; Jamestown Reading Navigator, Read 180 ,SRA, AMP, River Deep , and Focus on Literacy. In order to target the needs of ENL population, JHS 227 analyzes and interprets all assessments the NYSITELL, ELA tests scores, math scores and NYSESLAT scores and NYSESLAT scores by modalities. We additionally note students' years of ESL service, years in the United States, educational level in their country of origin and any other relevant information that may help teachers get a better snapshot of the student they are working with, (for example: student comes from Mexico, but does not speak Spanish.) In addition to the data gather by the above assessments, teacher's conferencing notes are kept. All the results of the above indicated assessments are essential and used planning and implementing data driven, standards based, differentiated lessons using Tier I and Tier II interventions that are specific to the needs each student. Data is updated monthly for ELL students grades sixth (6) to eight (8).

Additionally, the use of bilingual glossaries assist in all classrooms containing ENL students.

Entering classes use Shining Star Keys to Learning

EM, TR, EX, CM levels remain in a blended general education environment for content areas. The ESL component of the mixed class is proficiency based. Students receive instruction in English with a focus on vocabulary. Teachers are trained in ESL methodologies and strategies. In addition PD has been incorporated throughout the year to support the general education content area teachers. All teachers receive 15% their professional development in lanugage acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLS. ENL teachers receive 50% of the latter. Records are maintained by using a sign in sheet.

Students participate in the ELA, Math and other content areas of instruction with non ELL students. Ell students in stand-alone settings are taught using the Shining Star Program, which is aligned to the Common Core Learning Standards. This is a three-level English language learning program based on the systematic development of skills and strategies. The program comes with a students workbook, an annotated teacher's edition, an audio program, an assessment guide, resources for teachers, resources for students, transparencies, videos and student cd-rom. The program is designed to help students learn the English they need for the different school subjects. Each selection has a variety of topics, including, science, math, and social studies.

ELA instruction -The continued implementation of a Balanced Literacy Approach in ELA: Classroom libraries and academic support personnel in the classroom.

Science instruction- ELL students follow the same pacing calendar as the English Proficient (EP) students. JHS 227 uses McGraw Hill text book. This text book features many graphic organizers, which allow ELLs to see the lesson's information visually. It helps them organize, summarize information and to remember the content of the lesson.

Social Studies- As with science for social studies instruction, ELLs follow the same pacing calendar as the E.P. students. Student in the six grades use the Our World's Story textbook by Harcourt Brace and Company. Students in seven and eight grade are using the Holt McDougal, United States History and New York History: Beginnings to 1877. Students are taught how to analyze written sources (primary and secondary,) artifacts, historical maps, photographs, political cartoons and become active readers. Content areas teachers receive professional development on how to differentiate for ELLs.

Math Instruction - Includes the implementation of daily writing activities using CMP3 Math and is supplemented by Hot Words, Hot Topics. Our ELL receive the same instruction in math as E.P. students.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In order to achieve our goal and objectives and to plan for academic language development, we implement the three pillars of literacy learning: reading, writing and word work using the workshop model which addresses all literacy modalities. Students have a range of reading materials with multiple genres at varied proficiency levels. All ELLs have access to classroom libraries with high-interest materials leveled according to proficiency level. Teachers model new reading strategies and students have time for

independent work. Students share out their findings. In order to provide total access to the curriculum, teachers use modeling and scaffolding strategies. ELL students are encouraged to enroll in an early morning/after school literacy program. Students will use units of study to increase their academic vocabulary. In addition extended time is used to enhance and develop the critical skills as emphasized on the NYS ELA exam. ELL's that have reached CM on the NYSESLAT continue to receive .5 units of integrated ENL services as well as all testing accommodations on State test exams for two years. The AP of ESL and the ENL Coordinator share ATS reports RDGS and RLAT as needed to share assessment information regarding student proficiency levels. The ENL Coordinator provides support when necessary in the classrooms.

Targeted intervention for ELL students in the content areas includes instruction using ELL methodologies which practices immersion of vocabulary. Students are immersed in academic vocabulary building. Students also receive reading and writing in their content areas. The use of technology in the content areas also aids in the four modalities of reading, writing, speaking, and listening. JHS 227 continuously uses a data-driven approach to improve student performance. By using item analysis, portfolio assessment, and other indicators we identify and address student weaknesses and target areas for growth on an on-going basis. The Assistant Principal and the ENL coordinator use the RLAT, RMSR and the RNMR on ATS from the NYSESLAT to program the ELLs according to level. This data is also used by teachers to plan instruction. For those students that do not have a NYSESLAT, score the NYSITELL score (data) is used.

12. What new programs or improvements will be considered for the upcoming school year?

ExC-ELL Strategies and Methodologies,

Wordly Wise workbooks and CD Rom

Brain Pop for ELL's,

Discovery Education,

SmartScience

Visual Art Study

Drama

Grammar Elective

Civics Elective

Visual Thinking Strategies

Smart-board and Smart-board technologies, Computer based programs, Ipad and touch screen technologies, Learning Apps

All of these programs and improvements are new and intended to supplement learning for all students, including ENL students. PD for these programs is provided if applicable and continuous support from administration and ENL coordinator is available.

13. What programs/services for ELLs will be discontinued and why?

We at Shallow will continue all activities that will assist in student achievement. As a result none will be eliminated.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All programs, before and afterschool activities are available to all students on the school register. Flyers, invitations, and letters regarding before and afterschool activities are translated and distributed to all students, including ENL students.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Wordly Wise workbooks and CD Rom - ELA/ENL/Grammar

Brain Pop for ELL's - all content areas

Discovery Education - SS

SmartScience - Science

Visual Thinking Strategies - ENL/Civics

Smart-board and Smart-board technologies, Computer based programs, Ipad and touch screen technologies, Learning Apps

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Our school has ENL language programs, resulting from the choices of the parents. We have extensive native Language lending libraries, both in the school library and also the ELA classrooms..Choices include current fictional novels, biographies, science-related encyclopedias, poetry. The libraries are available to all students, those receiving ENL services and those students who have tested CM in English. There are titles available in Chinese, Spanish, Russian and Arabic.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Materials used in instruction in ENL services, along with content areas materials, are designed for middle school aged students. Lending library selections are age-appropriate, current choices.

ELA instruction -The continued implementation of a Balanced Literacy Approach in ELA: Classroom libraries and academic support

personnel in the classroom.

Science instruction- ELL students follow the same pacing calendar as the English Proficient (EP) students. JHS 227 uses McGraw Hill text book. This text book features many graphic organizers, which allow ELLs to see the lesson's information visually. It helps them organize, summarize information and to remember the content of the lesson.

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Math Instruction - Includes the implementation of daily writing activities using CMP3 Math and is supplemented by Hot Words, Hot Topics. Our ELL receive the same instruction in math as E.P. students.

Also included are content-specific resources, aligned with subject-area material.

Such materials are available to all students and teachers.

ExC-ELL Strategies and Methodologies,

Brain Pop for ELL's,

Discovery Education,

Visual Art Study

Drama

Grammar Elective

Civics Elective

Visual Thinking Strategies

Smart-board and Smart-board technologies, Computer based programs, Ipad and touch screen technologies, Learning Apps

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).

The ENL Coordinator, the Parent Coordinator, the AP of ESL and AP of Special Education Services are involved in extra-curricular activities. Newly enrolled ELL students receive special services to assist them in transitioning into their new academic environment. All ELLs are invited to participate in the after-school program, NIA (Neighborhood Improvement Association). It is a program which provides support academically, socially, and culturally. ELLs are also involved in the NDA (Neighborhood Development Area) program. This program provides tutoring support for students in ELA and Math.

Afterschool Programs

Art Club

Book Club

Boosters Squad

Community Service Club

S.C.H.A.M.P.S

Chess Club

Drama Club

ESL Club

Fantasy Fiction Book Club

Health Track Club

Honor Guard

Journalism Club (Award Winning)

Marching Band

Marketing / Finance Club

Mouse Squad

Music Club

Peer Mediation Club

Photography Club

School Band

Specialized High School Test Club

STEM (Sci Math Reg Prep) Club

Student Government Club

Technology (Mouse) Club

Vocal Club

Yearbook Club

Special Programs

Arista National Honor Society

NIA Community Based Program

Title III ESL & SIFE Program

19. What language electives are offered to ELLs?

Spanish is offered to students in the 7th grade who demonstrate a proficiency in the language.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

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

When	Who	What	Objective	How	Where
11/16/2015		Grade Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment and Grade	By Grade and Departments		Unit Planning & Curriculum	6th - 307 7th - 123 8th - 417	Developing a Unit Plan by Content
11/23/2015		Departmental	1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Inquiry Collaborative Assessments
(Tasks)	Creating Departmental Assessments By Content and Grade				By
Department	6th - 307 7th - 123 8th - 417				
11/30/2015		Grade Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Grade & Cohort	6th - 307 7th - 123 8th - 417		Professional Development		Organizing for Effort By
12/1/2015		SPED Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort	6th - 307 7th - 123 8th - 417		Cohort Teams	Looking at Student Work, Data Driven Instruction	Cycle 1 by
12/7/2015		Grade Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment and Grade	By Grade and Departments		Unit Planning & Curriculum	6th - 307 7th - 123 8th - 417	Developing a Unit Plan by Content
12/8/2015		SPED Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort	6th - 307 7th - 123 8th - 417		Cohort Teams	Looking at Student Work,	Cycle 1 by
12/14/2015		Departmental			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Departmental Assessments By Content and Grade			Inquiry Collaborative Assessments (Tasks) By Department	6th - 307 7th - 123 8th - 417	Creating
12/15/2015		SPED Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort	6th - 307 7th - 123 8th - 417		Cohort Teams	Looking at Student Work	Cycle 1 by
12/21/2015		Grade Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Grade & Cohort	6th - 307 7th - 123 8th - 417		Professional Development		Questioning Techniques By
12/22/2015		SPED Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort	6th - 307 7th - 123 8th - 417		Cohort Teams	Looking at Student Work	Cycle 1 by
1/4/2016		Departmental			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Departmental Assessments By Content and Grade			Inquiry Collaborative Assessments (Tasks) By Department	6th - 307 7th - 123 8th - 417	Creating
1/5/2016		SPED Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort	6th - 307 7th - 123 8th - 417		Cohort Teams	Looking at Student Work	Cycle 2 by
1/11/2016		Grade Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort	6th - 307 7th - 123 8th - 417		Professional Development	Co-Teaching Models	By Grade &
1/12/2016		SPED Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort	6th - 307 7th - 123 8th - 417		Cohort Teams	Looking at Student Work	Cycle 2 by
1/19/2016		SPED Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort	6th - 307 7th - 123 8th - 417		Cohort Teams	Looking at Student Work	Cycle 2 by
1/25/2016		Departmental			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Departmental Assessments By Content and Grade			Inquiry Collaborative Assessments (Tasks) By Department	6th - 307 7th - 123 8th - 417	Creating
1/26/2016		SPED Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort	6th - 307 7th - 123 8th - 417		Cohort Teams	Looking at Student Work	Cycle 2 by
2/1/2016		Grade Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Goals	By Grade & Cohort		Professional Development	6th - 307 7th - 123 8th - 417	Creating Student Centered
2/2/2016		SPED Inquiry			
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort	6th - 307 7th - 123 8th - 417		Cohort Teams	Looking at Student Work	Cycle 2 by

2/9/2016	SPED Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Cohort Teams		Looking at Student Work			Cycle 2 by
Cohort	6th - 307 7th - 123 8th - 417						
2/22/2016	Grade Inquiry	1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Professional			
Development	Chancellors Regulations	By Grade & Cohort		6th - 307 7th - 123 8th - 417			
2/23/2016	SPED Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Cohort Teams		Looking at Student Work			Cycle 2 by
Cohort	6th - 307 7th - 123 8th - 417						
2/29/2016	Grade Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Unit Planning & Curriculum		Developing a Unit Plan by Content			
and Grade	By Grade and Departments	6th - 307 7th - 123 8th - 417					
3/1/2016	SPED Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Cohort Teams		Looking at Student Work			Cycle 3 by
Cohort	6th - 307 7th - 123 8th - 417						
3/7/2016	Departmental						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Inquiry Collaborative Assessments (Tasks)		Creating			
Departmental Assessments By Content and Grade		By Department		6th - 307 7th - 123 8th - 417			
3/8/2016	SPED Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Cohort Teams		Looking at Student Work			Cycle 3 by
Cohort	6th - 307 7th - 123 8th - 417						
3/14/2016	Grade Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Professional Development		Danielson Instruction Observation			
Protocol	By Grade & Cohort	6th - 307 7th - 123 8th - 417					
3/15/2016	SPED Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Cohort Teams		Looking at Student Work			Cycle 3 by
Cohort	6th - 307 7th - 123 8th - 417						
3/21/2016	Grade Inquiry	Unit Planning & Curriculum		Developing a Unit Plan by Content and			
Grade	By Grade and Departments	6th - 307 7th - 123 8th - 417					
3/22/2016	SPED Inquiry	Cohort Teams		Looking at Student Work			Cycle 3 by
Cohort	6th - 307 7th - 123 8th - 417						
3/28/2016	Departmental	Inquiry Collaborative Assessments (Tasks)		Creating Departmental			
Assessments By Content and Grade		By Department		6th - 307 7th - 123 8th - 417			
3/29/2016	SPED Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Cohort Teams		Looking at Student Work			Cycle 3 by
Cohort	6th - 307 7th - 123 8th - 417						
4/4/2016	Grade Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Professional Development		Data & Accountability			By
Grade & Cohort	6th - 307 7th - 123 8th - 417						
4/5/2016	SPED Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Cohort Teams		Looking at Student Work,			Cycle 3 by
Cohort	6th - 307 7th - 123 8th - 417						
4/11/2016	Grade Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment							
		Unit Planning & Curriculum					
		Developing a Unit Plan by Content and Grade					
		By Grade and Departments					
		6th - 307 7th - 123 8th - 417					
4/12/2016	SPED Inquiry						
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment		Cohort Teams		Looking at Student Work			Cycle 3 by
Cohort	6th - 307 7th - 123 8th - 417						
4/18/2016	Departmental						

1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Departmental Assessments By Content and Grade 4/19/2016	SPED Inquiry	Inquiry Collaborative Assessments (Tasks) By Department	6th - 307	7th - 123	8th - 417	Creating
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort 5/2/2016	6th - 307 7th - 123 8th - 417 Grade Inquiry	Cohort Teams	Looking at Student Work			Cycle 3 by
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment and Grade 5/3/2016	By Grade and Departments SPED Inquiry	Unit Planning & Curriculum	6th - 307	7th - 123	8th - 417	Developing a Unit Plan by Content
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort 5/9/2016	6th - 307 7th - 123 8th - 417 Departmental	Cohort Teams	Looking at Student Work			Cycle 4 by
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Departmental Assessments By Content and Grade 5/10/2016	SPED Inquiry	Inquiry Collaborative Assessments (Tasks) By Department	6th - 307	7th - 123	8th - 417	Creating
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort 5/16/2016	6th - 307 7th - 123 8th - 417 Grade Inquiry	Cohort Teams	Looking at Student Work			Cycle 4 by
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Seminar 5/17/2016	By Grade & Cohort SPED Inquiry	Professional Development	6th - 307	7th - 123	8th - 417	ELL Strategies (ExCELL)
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort 5/23/2016	6th - 307 7th - 123 8th - 417 Grade Inquiry	Cohort Teams	Looking at Student Work			Cycle 4 by
Grade 5/24/2016	By Grade and Departments SPED Inquiry	Unit Planning & Curriculum	6th - 307	7th - 123	8th - 417	Developing a Unit Plan by Content and
Cohort 5/31/2016	6th - 307 7th - 123 8th - 417 SPED Inquiry	Cohort Teams	Looking at Student Work			Cycle 4 by
Cohort 6/6/2016	6th - 307 7th - 123 8th - 417 Grade Inquiry	Cohort Teams	Looking at Student Work			Cycle 4 by
Policy 6/7/2016	By Grade & Cohort SPED Inquiry	Professional Development	6th - 307	7th - 123	8th - 417	Establishing a School-wide Grading
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort 6/13/2016	6th - 307 7th - 123 8th - 417 Grade Inquiry	Cohort Teams	Looking at Student Work			Cycle 4 by
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment and Grade 6/14/2016	By Grade and Departments SPED Inquiry	Unit Planning & Curriculum	6th - 307	7th - 123	8th - 417	Developing a Unit Plan by Content
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort 6/20/2016	6th - 307 7th - 123 8th - 417 Departmental	Cohort Teams	Looking at Student Work			Cycle 4 by
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Departmental Assessments By Content and Grade 6/21/2016	SPED Inquiry	Inquiry Collaborative Assessments (Tasks) By Department	6th - 307	7th - 123	8th - 417	Creating
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Cohort 6/27/2016	6th - 307 7th - 123 8th - 417 Grade Inquiry	Cohort Teams	Looking at Student Work			Cycle 4 by
1.1 Curriculum Pedagogy (1.2) 2.2 Assessment Acquisition	By Grade & Cohort	Professional Development	6th - 307	7th - 123	8th - 417	Fundamentals of Language

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All of the latter professional development sessions are offered and required of each teacher of ELLs as a support to engage students in the CCLS. All teachers of ELLs work either with their department or grade cohort to ensure interdisciplinary PD as well.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Mentoring, Grade meetings, cohort meetings, intervisitations, ENL Coordinator, Weekly Meetings with Principal (Chats during Lunch), Lunch & Learn Sessions.

Students participate in welcome assemblies in the beginning of the year, as well as several other assemblies including bullying

prevention, respect for all, drug free, holiday concerts, etc. Parents are invited to 4 parent teacher conferences a year as well as weekly parent engagement time where they are able to meet with their child's grade team.

All students receive guidance from the grade dean, grade guidance counselor, as well as the grade AP.

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.

Records are kept electronically and on file.

PD is delivered by AP, ENL and Special Ed Coordinator and Principal.

All teachers receive 15% their professional development in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLS. ENL teachers receive 50% of the latter. Records are maintained by using a sign in sheet.

ALL PD is listed in detail in question #1.

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?

Parents are invited and encouraged to meet with their child's teachers each week during the NYCEDOE scheduled parent engagement time on Tuesdays. Additionally, the ENL coordinator accomodates parents as necessary.

Parents are invited to our annual Open House. Parents are also invited to have orientation when they first enter the school building. Parents are invited to annual shows during the school year. In addition various seminars are offered by the PTA and parent coordinator throughout the year Our continuing efforts will focus on strengthening home-school relationships and increasing parental and community involvement. Parent workshops will continue to be designed to bring the parent community (with a specific focus on reaching our ELL and Special Education parents) as well as the wider community together to support all of the students in the school. The Parent Coordinator plays a vital role in the facilitation of outreach to the parent community via surveys and phone calls. The PC continues to offer the following opportunities for parental involvement at JHS 227: Family Outings, Family Movie Night, and Parent workshops Principal Partnership Workshops, ESL Parent Orientation Workshops, are offered through the year in the language parents understand. Translators are available for these meetings and all school written communication are translated as well Partnerships include: A community Liason for translation, Chinese Planning Council, NIA. We have students volunteers from neighboring collegues that come and traslate for our parents and teachers 3 times a week..

3. An annual Parent survey is used and communication with the Parent Coordinator.

4. Parents are debriefed during Open House about curriculum and other programs at the school. .

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.

Parents are invited and encouraged to meet with their child's teachers each week during the NYCEDOE scheduled parent engagement time on Tuesdays. Additionally, the ENL coordinator accomodates parents as necessary. Records are maintained by using a sign in sheet and kept with the ENL coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited and encouraged to meet with their child's teachers each week during the NYCEDOE scheduled parent engagement time on Tuesdays. Additionally, the ENL coordinator accomodates parents as necessary.

Parents are invited to our annual Open House. Parents are also invited to have orientation when they first enter the school building. Parents are invited to annual shows during the school year. In addition various seminars are offered by the PTA and parent coordinator throughout the year Our continuing efforts will focus on strengthening home-school relationships and increasing parental and community involvement. Parent workshops will continue to be designed to bring the parent community (with a specific focus on reaching our ELL and Special Education parents) as well as the wider community together to support all of the students in the school. The Parent Coordinator plays a vital role in the facilitation of outreach to the parent community via surveys and phone calls. The PC continues to offer the following opportunities for parental involvement at JHS 227: Family Outings, Family Movie Night, and Parent workshops Principal Partnership Workshops, ESL Parent Orientation Workshops, are offered through the year in the language parents understand. Translators are available for these meetings and all school written communication are translated as well Partnerships include: A community Liason for translation, Chinese Planning Council, NIA. We have students volunteers from neighboring collegues that come and traslate for our parents and teachers 3 times a week..

3. An annual Parent survey is used and communication with the Parent Coordinator.

4. Parents are debriefed during Open House about curriculum and other programs at the school. .

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? A community Liason for translation, Chinese Planning Council, NIA. We have students volunteers from neighboring colleges that come and translate for our parents and teachers.

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

An annual Parent survey is used and communication with the Parent Coordinator. Assistance for translation comes from the Translation and Interpretation Unit. Surveys are available in home languages from the NYCDOE.

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

Parents are debriefed during Open House about curriculum and other programs at the school. Assistance for translation comes from the Translation and Interpretation Unit.

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.

In order to enrich all students the following programs are available to all interested parties

Afterschool Programs

Art Club

Book Club

Boosters Squad

Community Service Club

S.C.H.A.M.P.S

Chess Club

Drama Club

ESL Club

Fantasy Fiction Book Club

Health Track Club

Honor Guard

Journalism Club (Award Winning)

Marching Band

Marketing / Finance Club

Mouse Squad

Music Club

Peer Mediation Club

Photography Club

School Band

Specialized High School Test Club

STEM (Sci Math Reg Prep) Club

Student Government Club

Technology (Mouse) Club

Vocal Club

Yearbook Club

School Name: Edward B. Shallow

School DBN: 20k227

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Ed Hernandez	Principal		1/1/01
Ms. Jennifer Lincoln	Assistant Principal		1/1/01
Ms. Linda Neve	Parent Coordinator		1/1/01
Ms. Tracy Kinal	ENL/Bilingual Teacher		1/1/01
TBD	Parent		1/1/01
Ms. Natalia Ostrow	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Mary Castelo	School Counselor		1/1/01
Ms. Karina Costantino	Superintendent		1/1/01
TBD	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: **20K227** School Name: **Edward B. Shallow**
Superintendent: **KCostanti**

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.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

Approximately 1/3 of our students are English Language Learners. Indicators that have been used to assess our school's written and oral interpretation needs are through observation of parents that need assistance when registering their child, parental visits for parent conference with teachers, guidance or administrators. Other observations have been noticed during PTA meetings or other events where parents were invited to the school. Also, the school determines the primary language of parents as follows; parents are given the Home Language Identification Survey (HLIS), where they indicate their language preference. Additionally parents receive the Parent's Preferred Language Form. Parents indicate in what language and how they would like to communicate with school. Both forms are filed in students cumulative folders. Additionally, information is recorded in students Emergency Contact Card. In order to meet the needs of the parents we use translated materials (brochures, online videos) provided by the Office of ELLs and services offered by the Translation and interpretation Unit, including document translation and onsite interpretation services. JHS 227 is extremely lucky to have a wealth of onsite Bilingual personnel, Principal, teachers, paraprofessionals and guidance counselor, assist with the communication with the parents. With these procedures and resources we have been able to assess our school's written translation and oral interpretation needs thus ensuring that all parents are provided with appropriate and timely information in a language that they can understand.

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.

Summary of major findings of our school's written and oral interpretation needs indicates that we have over 21 languages represented in our school.

ELLs only

AL	4	
AR	20	
BG	1	
CH	209	
GE	3	
HG	2	
HU	1	
PI	1	
PL	2	
PO	1	
RU	8	
SP	63	
TZ	2	
UD	10	
UR	3	
UZ	2	
Total ELLs		332

Whole School

AL	12	
AO	2	
AR	43	
BG	5	
BS	2	
CA	2	
CE	1	
CH	215	
CN	193	
FJ	1	
GE	5	
HG	3	
HU	1	
IN	1	
IT	2	
KO	1	
MN	260	
NO	225	
PI	1	
PL	7	
PO	2	
RU	20	
SO	1	
SP	224	
TU	3	
TZ	2	
UD	36	
UR	5	
UZ	4	
VN	2	
Total		1281

JHS 227 makes every effort to provide oral and written information to these parents as well as parents of

lower incident languages. Schools findings were reported to the school community via school Leadership Team, Academy, UFT Consultation, and departmental meetings. DOE translation and interpretation Unit is utilized to provide written translation to parents as well as the staff members. This internal DOE provider has the capability of accommodating our translation needs for languages as indicated in Part A. Staff members that wish to have written translation, need to submit documents to LAC at least 2 weeks in advance to ensure a timely return. Ipads, and laptops with the appropriate software are used to translate documents that need immediate translation.

Part B: Creating a Communications Calendar

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

All communications with parents in written or oral form will be translated to the home language on record on ATS with the use of:

School Messenger, Datacation, Skedula and Google Translate and the Translation & Interpretation Unit, Electronic School Handbook, Website using Translation Programs, Calendar will be in electronic form and NYCDOE correspondence and on nycenet.edu is available in most of home languages, translators on staff for big events.

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.

4 PTC Conferences - September 16, 2015, November 17th, 2015, February and June Dates TBD

Tuesday Parent Outreach 2:25 - 3:05 PM

Guidance Parent Meetings as necessary

Oral translation is provided to parents by the following. There is one Assistant Principal who is bilingual Spanish certified as well as Ms. Castelo, a guidance counselor. We additionally have on staff many pedagogues that speak Spanish such as Ms. Mendez, paraprofessional and Ms. Santana, Spanish teacher. If bilingual Chinese is required, one of the following bilingual Chinese speaking teachers are called to translate: Ms. Lee-Cucco, Mr. Zhao, teachers, Ms. Leung, ESL teacher, or Mr. Chiu, Ms. Phung and Ms. Zheng bilingual paraprofessionals. If Russian is needed, Ms. Lahood, Ms. Baranova and Ms. Bershanskaya (also Ukrainian) are available. For Urdu, Ms. Singh is available. Ms. Azar for Arabic and Ms. Nouzha. Ms. Halvey, teacher, for Portuguese. If a translator is not available for a particular language, the DOE Translation and Interpretation unit is used.

Since the DOE Translation and Interpretation Unit does not do on site interpretation, JHS 227 uses the services provided by Legal Interpretation services. This agency is contracted to provide translation during parent teacher conferences. Between our in-house providers, DOE internal providers and a

contracted vendor we are able to obtain oral interpretation services to meet the needs of the parents who speak the languages as specified in Part A.

Part C: Providing Language Assistance Services

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

All communications with parents in written or oral form will be translated to the home language on record on ATS with the use of: School Messenger, Datacation, Skedula and Google Translate and the Translation & Interpretation Unit, Electronic School Handbook, Website using Translation Programs, Calendar will be in electronic form and NYCDOE correspondence and on nycenet.edu is available in most of home languages, translators on staff for big events.

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.

Oral translation is provided to parents by the following. There is one Assistant Principal who is bilingual Spanish certified as well as Ms. Castelo, a guidance counselor. We additionally have on staff many pedagogues that speak Spanish such as Ms. Mendez, paraprofessional and Ms. Santana, Spanish teacher. If bilingual Chinese is required, one of the following bilingual Chinese speaking teachers are called to translate: Ms. Lee-Cucco, Mr. Zhao, teachers, Ms. Leung, ESL teacher, or Mr. Chiu, Ms. Phung and Ms. Zheng bilingual paraprofessionals, If Russian is needed, Ms. Lahood, Ms. Baranova and Ms. Bershanskaya (also Ukrainian) are available. For Urdu, Ms. Singh is available. Ms. Azar for Arabic and Ms. Nouzha. Ms. Halvey, teacher, for Portuguese. If a translator is not available for a particular language, the DOE Translation and Interpretation unit is used. Since the DOE Translation and Interpretation Unit does not do on-site interpretation, JHS 227 uses the services provided by Legal Interpretation services. This agency is contracted to provide translation during parent teacher conferences. Between our in-house providers, DOE internal providers and a contracted vendor we are able to obtain oral interpretation services to meet the needs of the parents who speak the languages as specified in Part A.

Part D: Training Staff on Policies and Procedures

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

The Language Access Coordinator with APs will provide Professional Development on technology tools and access to the Translation & Interpretation Unit. Additionally, a link is provided to the staff in the weekly Monday PD memo that directs the staff to the website for Translation and Interpretation Unit

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

In order to comply with Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services written documents will be translated in the languages indicated in Part A response 2. The Chancellor's letters will be sent home in the translations that are provided to meet the language needs of the family. School written communication will be translated where possible in the indicated languages. A notice is posted in the lobby indicating where information can be obtained in other languages for written documents and/or oral communication. Staff members who receive parents when they visit are informed of contact persons when a parent needs translation and interpretation services. On-going notification that translation services can be provided by the school will be sent to parents at the start of the year, mid year and as necessary.

All parents receive a translated version of The Bill of Parents Rights and Responsibilities. Parent coordinator and LAC under the supervision of Ms. Jennifer Lincoln, A.P insured that all signs pertaining to Chancellors Regulation A. 663 are posted, visible and translated. Including but not limited to the "I Speak" card which is posted by the main entrance and main office.

Part F: Monitoring and Quality Control

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

School Sponsered surveys, Skedula, School Messenger, Newsletter, Parent Coordinator meetings, PTA, Community Assistant Outreach