



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **17K246**

School Name: **M.S. 246 WALT WHITMAN**

Principal: **BENTLY WARRINGTON**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: WALT WHITMAN M.S. 246 School Number (DBN): 17K246
Grades Served: GRADES 6-8
School Address: 72 VERONICA PLACE, BROOKLYN, N.Y. 11226
Phone Number: 718-282-5230 Fax: 718-284-6429
School Contact Person: BENTLY WARRINGTON Email Address: BWARRIN@SCHOOLS.NYC.GOV
Principal: BENTLY WARRINGTON
UFT Chapter Leader: CALVIN PETER
Parents' Association President: NICOLE JORDAN and GODFREY BUTTERS (Co-Presidents)
SLT Chairperson: STEPHANIE MARCH
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 17 Superintendent: CLARENCE ELLIS
Superintendent's Office Address: 1224 PARK PLACE, Room 130, BROOKLYN, N.Y. 11213
Superintendent's Email Address: CELLIS3@schools.nyc.gov
Phone Number: 718-923-5179 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: CHERYL WATSON-HARRIS
Director's Office Address: 415 89TH STREET, BROOKLYN, N.Y. 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: 718-759-4924 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
BENTLY WARRINGTON	*Principal or Designee	
CALVIN PETER	*UFT Chapter Leader or Designee	
NICOLE JORDAN(Co President) GODFREY BUTTER (Co President)	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
STEPHANIE MARCH	Member/ Teacher	
NAJAH GALL	Member/ Teacher	
NICKESHA LYLE	Member/ Teacher	
ISELANDE LUBRUN	Member/ Parent	
JUANITA FRETT	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
MARIE MARCELIN	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Walt Whitman Middle School serves 581 students in grade six through eight. The school is located in the Flatbush section of Brooklyn. 95% of the population qualifies for free or reduced meals, which designates us as a Title I school. The school's accountability data indicate that M.S. 246 currently services 581 students; 17% are English Language Learners and 25% are students with IEPs. The Mission of Walt Whitman is that all students can attain success in a safe and nurturing environment given the right resources. It is our belief that utilizing a rigorous common core aligned curriculum, ongoing assessment, feedback towards academics, physical, social and emotional improvement along with parent-teacher collaboration; our students will be successful in school and in society. In addition, we strongly believe that learning does not take place in chaos and therefore the environment should promote high expectations and be conducive to learning. These practices align with our beliefs about how students learn best. Our school community promotes college and career readiness through immersion programs. These programs allow opportunities for students and their families to visit college campuses. We also provide multiple opportunities for parents to engage in advisory workshops to aid in the selection of high school, students also participate in advanced classes that provide high school credits. According to the 2013- 2014 NYC School Survey 90% of parents surveyed expressed satisfaction with school programs that help keep their children on track for college, career and success in life after high school. According to the 2013-2014 NYC School Survey, 92% of parents surveyed stated they are satisfied with school culture. In the most recent Middle School Quality Snapshot, 93% of parents expressed satisfaction with the education their children are receiving .

17K246 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	577	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	28	# SETSS	N/A	# Integrated Collaborative Teaching
				11
Types and Number of Special Classes (2014-15)				
# Visual Arts	25	# Music	23	# Drama
				N/A
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.2%	% Attendance Rate		91.6%
% Free Lunch	72.3%	% Reduced Lunch		0.3%
% Limited English Proficient	17.4%	% Students with Disabilities		25.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		84.1%
% Hispanic or Latino	12.6%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	1.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.21	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# 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)		6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		9.53
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4		4.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		27.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		57.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
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		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 						
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating				
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E				
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E				
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D				
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E				
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Curricula are aligned to the Common Core and integrate the instructional shifts. Academic tasks are planned and refined using student work and data and consistently emphasize rigorous habits and higher-order skills. School leaders and staff have established a culture for learning that consistently communicates high expectations that are connected to a path to college and career readiness. Families are provided ongoing feedback to understand student progress towards those expectations. There is a need for collaboration among teachers to create interdisciplinary curricula targeting the arts and other enrichment opportunities.</p> <table border="1" style="width: 100%; height: 50px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>						

Part 2 – Annual Goal

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

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

By June 2016, 100% of teachers will engage in collaborative planning and partnerships to create interdisciplinary curricula targeting the arts and other enrichment opportunities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will participate in Professional Learning Communities using research</p>	<p>All Teachers</p>	<p>October 2015 to June 2016</p>	<p>Administrators, Peer Instructional Collaborators, Model Teachers and</p>

based methodologies/practices.			Teacher Development Coach.
Teachers will access and revise curricula using Google Docs.	All Teachers	October 2015 to June 2016	Administrators, Content Teacher Leaders, Peer Instructional Collaborator, Model Teacher and Teacher Development Coach
Collaborative Planning will be structured during Professional Development once per month.	All Teachers	October 2015 to June 2016	Administrators and All Teachers

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.											
Contractual Professional Development Mondays 80 minutes											
Contractual Professional Development Tuesdays 35 minutes											
Utilize Teacher Development Coach (TDC), Borough Support Team, Peer Instructional Collaborators (PIC), Model Teachers (MT), Teacher Team Leaders (TTL), Professional Development Committee											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant	X	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 January 2016, Administrators and Teacher Leaders will examine the adjustments made to the unit maps of the curricula and lesson plans.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

At M.S. 246, school leaders and staff establish a culture for learning that consistently communicates high expectations that connect to a path to college and career readiness. Families are provided ongoing feedback to understand student progress towards those expectations. A diversity of learners, including English language learners and students with disabilities, has access to the curricula and tasks and are cognitively engaged.

Part 2 – Annual Goal

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

By June 2016, 100% of M.S. 246 staff will implement a school wide ladder of referral with consistent consequences for specific behaviors and a system for tracking data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>M.S. 246 TAC-D Team will establish a universal documented ladder of referral</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Administrators, dean, teachers, guidance counselors</p>
<p>M.S. 246 TAC-D Team will establish a data system for logging referrals</p>	<p>All staff</p>	<p>September 2015 to June 2016</p>	<p>Administrators, dean, teachers, Guidance counselors</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.

M.S. 246 TAC-D team, Administrators, Teacher Leaders, Guidance Counselors, School Based Support Team (SBST)
 Crisis Intervention Room (CIR), Save Room, Social Emotional Research Based Program (i.e. 7 Habits of Highly Effective Teens, 2nd Step), Monthly Assemblies, Borough Field Support Center (BFSC), District 17 TAC-D Team.

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

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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 September 2015 the ladder of referral document will be created and implemented school wide. By January 2015 Administrators and the TAC-D Team and Administrators will conduct monthly review of anecdotes/referrals and impact of the social- emotional research based program.

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best. Teaching practices are informed by Charlotte Danielson’s Framework for Teaching and the Common Core instructional shifts. However, student work products and discussions in some classes reflect uneven levels of student thinking and participation.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 100% of teachers will consistently implement targeted instructional strategies that will result in a 5 % increase of all students scoring at or above proficiency (Level 3 and 4) as measured by the NYS ELA and Math Assessment.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All content area teachers will utilize a CCLS aligned curriculum</p>	<p>All students including English Language Learners, and Students with disabilities</p>	<p>September 2015 to June 2016</p>	<p>Administrators, Teacher Leaders, Teachers</p>
<p>Utilize summative and formative assessment data to determine student progress and appropriate interventions</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrators, Teachers Leaders and all teachers</p>
<p>Review lesson plans and provide timely feedback to teachers in order to improve instructional outcomes for students</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrators</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.											
Administrators, Collaborative Planning Sessions, Teacher Development Coach, Teacher Leaders, Teacher Team Leader, Director of School Renewal District #17, Superintendent, Borough Field Support Center											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant	X	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 September 2015 to June 2016, The instructional team will engage in ongoing analysis and interpretation provide timely feedback of data in order to achieve an 5% increase in students at or above proficiency (level 3 and 4)
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
School leaders need to effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices, more frequently, in order to provide timely targeted feedback.		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, 100% of school leaders will engage in frequent cycles of systems analysis and evaluation, using evidence-based systems and structures in order to examine and improve critical individual and school-wide practices .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders will frequently analyze and evaluate school-wide systems</p>	<p>Parents, students, Teachers, CBOs</p>	<p>September 2015 to June 2016</p>	<p>Administrators, Teacher Leaders, Borough Field Support Center</p>
<p>School leaders will frequently review data from formative and summative assessments to determine the impact of the curriculum on the instructional outcomes for students</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Administrators, Teacher Leaders</p>
<p>School leaders will frequently review data from Observations from ADVANCE in order to determine effectiveness of teacher pedagogy and best practices</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrators</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.											
Administrators, Teacher Team Leaders, Professional Learning Communities, ADVANCE, Galaxy , SKEDULA, SchoolNet											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant	X	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.											
School leaders will engage in bi-monthly deep data analysis in order to evaluate the impact, effectiveness and next steps for improving systems and structures (both individual and school-wide practices)											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>School leaders and staff have established a culture for learning that consistently communicates high expectations that are connected to a path to college and career readiness. Families are provided ongoing feedback to understand student progress towards those expectations. However, school leaders have determined that there is a need for more consistent and frequent partnerships with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 100% of parents, community organization partnerships and school staff will engage in training targeting academic, social and emotional developmental health to support student success.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>SLT members will continuously review school progress towards meeting the annual goals and adjust/revise action plans as appropriate in response to feedback from the Superintendent, Central Staff and NYSED, if applicable</p>	<p>Families, CBOs and School Community</p>	<p>September 2015 to June 2016</p>	<p>SLT and Administration</p>
<p>Administrators and SLT will review data sources (i.e. School Report Card, QR, Middle School Quality Snapshot, etc.) in order to</p>	<p>Families, CBOs and School Community</p>	<p>September 2015 to June 2016</p>	<p>SLT and Administration</p>

measure the progress towards meeting goals for engagement			

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.											
SLT Members, Administrators, School Staff, Parents, Students, Back to School Orientation, Curriculum Night, Parent Teacher Conferences, Parent Workshops, Parent Coordinator											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The midpoint benchmark is January 2016. The SLT will review the school’s progress towards goals utilizing the CEP and Attendance to SLT meetings and quarterly Parent Teacher Conferences, Orientation, Curriculum night, Parent Workshops.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring below 45 on DRP, Students scoring at or below Level 2 on the NYS ELA Assessment. Students scoring at or below Proficient level on the NYSESLAT	Just Words (Wilson), MyPACE Tiered Intervention Period - (Reciprocal Teaching, ReadWorks.org, Word Works, Fast ForWord,) MyPACE ESL	Small group Small group Small group	During the school day Afterschool During the school day Afterschool
Mathematics	Students scoring at or below Level 2 on the NYS Mathematics Assessment. Students scoring at or above Level 3 on NYS Mathematics Assessment	MyPACE Tiered Intervention Period (Math XL, Sumdog, Khan Academy, Carnegie Learning, Ten Marks) Saturday Common Core Regents Prep	Small group Small group, Computer Tutoring	Afterschool During the school day Weekend Program
Science	Students scoring at or above Level 3 on both the ELA & Math NYS Assessment	Saturday Living Environment Regents Prep	Small group, Khan Academy Computer Assisted tutoring	Weekend Program
Social Studies	Students scoring at or below Level 2 on the NYS ELA Assessment	Debate Team	Small group	Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anecdotes, OORS, Dean/Teacher referral, Attendance Reports, etc.	At risk Counseling /Crisis Intervention, At-risk services (e.g. Guidance Counselor, School Psychologist, Social Worker, and	Small Group or individual Counseling, evaluation, mediation, consultation, and Transition	During the school day

		other community based therapists etc.)		
--	--	--	--	--

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.
Walt Whitman will utilize the following strategies to attract highly qualified teachers and to ensure that current staff becomes highly qualified.
(1) Formulate a recruitment team to coordinate efforts to attract highly qualified staff.
(2) Increase the efficiency of the highly qualified teachers already on staff through training and professional learning.
(3) 10% of Title I funding will be utilized to provide differentiated professional learning for current staff to become highly qualified, where needed.
(4) Utilize the teacher recruitment manager of NYC DOE to assist in selecting recruits in selecting high quality teachers.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
The School maintains a collegial protocol for professional learning. In order for teachers to understand the work associated with the Common Core Learning Standards and the alignment of the standards to the school's plans for instruction and improvement, as well as the Citywide Instructional Expectations for 2015 -2016, emphasis is placed on teachers' effective use of the Danielson Framework.
Teachers receive administrative support, through feedback by administrators. Additional instructional support is provided through PDs from the Teacher Development Coach (TDC) and Teacher Team Leader (TTL), Peer Instructional Collaborator (PICs), Model Teachers (MT), and Ambassadors. Additionally, each teacher has a PD360 account to access continuous assistance when needed.
New teachers are assigned a mentor and have scheduled meeting time. They receive continuous feedback and an open door policy is maintained. Teachers receive additional support through Borough Field Support Center, Cluster, and external institutional professional learning.
Walt Whitman is a participant in the NYC incentive program to retain qualified teachers in Math and Science

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).
Not Applicable

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.
School leaders will provide training for all Teachers on the SNAP and Tuning Protocols. As part of our inquiry process, school leaders and teachers will utilize these protocols to analyze students’ work products and assessments, monitor progress in greater detail in an effort to identify trends and patterns in order to modify and drive instruction. Inquiry teams will meet regularly .

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	435,855.00	x	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	13,288.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,623,428.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Walt Whitman Middle School 246**, 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. **Walt Whitman Middle School 246** 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

Walt Whitman Middle School 246 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>MS 246</u>	DBN: <u>17K246</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</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>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Rationale: To provide academic intervention services, increase student proficiency levels in reading and writing taking the ELA exam for the first time and the second time. Subgroups to be served is ELL students in 6,7,8 grades. With a range from beginners to intermediate and advanced.

Programs Date:

Start: 10/8/15

End: 5/28/16

Two days per week for 2 1/2 hrs. each day.

Instruction provided in 100% English only.

Two teachers are certified in ESL.

Materials to be used: Getting Ready for the NYSESLAT

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: _____ Teachers will meet outside of instructional time to evaluate pre-test and benchmark assessments in order to drive instruction and hone in on specific skills and strategies to improve student performance. Teachers will receive training. Topics to be covered include: Helping with Beginning Readers and Writers, Use of Thinking Maps in ESL/ELA classrooms. Teachers will receive internal and external professional development.

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: _

Title III funds are being used to provide supplemental language instruction and support to our Beginning, Intermediate, and Advanced English proficiency level ELL students in grades 6 through 8. We serve a total of 60 English Language Learners. After analyzing student data from the LAB-R and NYSESLAT assessments as well as the English Language Arts standardized test results, it was determined that our ELL students need additional support in the four modalities of reading, writing, listening, and speaking in order to meet the rigorous requirements of standardized tests and career and college

Part D: Parental Engagement Activities

readiness.

The MyPACE ELL Afterschool Program will provide additional support with intensive literacy instruction that is embedded within the context and content of non-fiction science and social studies texts as well as "Getting Ready For The NYSESLAT." The instructional focus is on improving the English proficiency and academic achievement of limited English proficient children at our school. The priority in using the Title III funds is to improve teaching and learning in the core subject areas of English Language Arts, Science and Social Studies.

We will utilize "Getting Ready For The NYSESLAT" with grades 6,7,8 to immerse ELL students in disciplinary reading, writing, listening and speaking. Our students will increase English proficiency through immersion in shared reading texts, guided reading books, and independent reading correlated to Fountas and Pinnell reading levels.

The program will provide additional ELL support in literacy through content area integration that is skills based and includes vocabulary acquisition, differentiated tasks and instruction based on student English proficiency level, and multiple assessments that are built into day-to-day instruction.

MyPACE ELL Afterschool Program is held twice a week from 2:30PM to 5:00PM. The ELL program will be in session for 20 weeks from October to May. There will be 2 certified ESL teacher and 1 Content area teacher.

Instruction will be in English only with some native language support and include curriculum lessons that engage literacy in social studies reading and science. It is intended for the ELL program to increase English proficiency in the four modalities of reading comprehension, writing coherency, listening, and speaking.

Part E: Budget

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

Allocation Amount: \$1 9,713

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 	45.00 per session/hour \$ 16,200.00	3 teachers engaged in after school instruction @ 2 sessions per week for 2.5 hours. Start: 10/8/15 to End: 5/28/16
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$ 3,513.00	textbooks, classroom libraries and student supplies
Educational Software (Object Code 199)	_____	_____
Travel	N/A	N/A

Part E: Budget

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

Allocation Amount: \$19,713

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
TOTAL	<u>\$19,713.00</u>	_____

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 17	Borough Brooklyn	School Number 246
School Name Walt Whitman		

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 Bently Warrington	Assistant Principal Arlene Burnett
Coach Clorita Mayers	Coach Nekesha Lyle
ENL (English as a New Language)/Bilingual Teacher Esther Simon, Fritz-Lynn Vales	School Counselor Ms. A. Baptiste, Ms. P. Reid
Teacher/Subject Area Ms. A. Gordon	Parent Ms. N. Jordan
Teacher/Subject Area type here	Parent Coordinator Suze Vixamar
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Mr. Clarence Ellis	Other (Name and Title) NA

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	486	Total number of ELLs	98	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Haitian Creole
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							1							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	98	Newcomers (ELLs receiving service 0-3 years)	70	ELL Students with Disabilities	24
SIFE	12	Developing ELLs (ELLs receiving service 4-6 years)	22	Long-Term (ELLs receiving service 7 or more years)	12

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	10	1	0							0
DL										0
ENL	61	11	4	16	0	11	11	0	8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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 Haitian Creole							10							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): 0	Number of students who speak three or more languages: 0

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							11	14	12					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							4	2	4					0
Haitian							10	14	20					0
French							1	1	2					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							0	1	2					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)							14	18	13					0
Emerging (Low Intermediate)							4	0	6					0
Transitioning (High Intermediate)							1	2	10					0
Expanding (Advanced)							6	12	10					0
Commanding (Proficient)							2	1	4					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							2	1	4					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							4	5	9					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	40	37	16	3	0
7	80	58	13	2	0
8	75	76	28	2	0
NYSAA	0	0	6	0	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	61		28		6		7		0
7	105		47		5		0		0
8	126		48		16		1		0
NYSAA				2	4				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	49		82		52		1		0
NYSAA Bilingual (SWD)					4				0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
MS 246 uses the DRP to assess the early literacy skills of ELLs in our school. The DRP assesses students reading comprehension, knowledge of academic vocabulary and identifies the student's lexile level. DRP results show ELL students lexile, independent and instructional reading level. This data is then used to make instructional decisions such as; how to group students for tiered intervention, types of ELL professional development that might be useful for teachers (i.e Teaching academic vocabulary to ELLs). All students including the ELLs have access to a web based program; MyOn will provides reading opportunities at different levels. Books are also available in Spanish.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The 2014-2015 NYSESLAT and NYSITELL data reveals that at the six grade, 14 students are performing at the Entering level, 4 are at the Emerging level, 1 at the Transitioning level, 6 Expanding, and 2 at the Commanding level. At the seven grade, 18 are Entering, 0 Emerging, 2 Transitioning, 12 Expanding, and 1 Commanding. At the eight grade, 13 are Entering, 6 Emerging, 10 Transitioning, 10 Expanding, and 4 Commanding. The NYSESLAT reveals that school-wide the majority of students are at the Entering level. Most students struggle in the areas of reading and writing. Writing tends to be the lowest area with some students being proficient in the remaining modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Based on patterns observed there is a continuous focus on reading and writing in all the content areas. With EL curriculum as the foundation, students are encouraged to explore, read, write, and speak in order to complete projects and assignments. Guidance is given for all components of lesson in order to guide the ELL's. All SETSS and ESL teachers support the curriculum to ensure students' progress. Based on AMAO tool, ELLs continue to show minimal movement across proficiency levels. This data reveals that throughout the school, students need additional support in literacy development and writing skills. Based on these patterns, for this school year, key areas of focus during instruction will include a focus on Independent Reading, and vocabulary development across all content areas.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. The patterns across proficiencies and grades show weaknesses in Reading comprehension and Writing, but students perform better in Listening and Speaking. Although the native language tests are offered to students, so some students may better comprehend test questions, many students opt to answer test questions in English on exams.
 - b. The school leadership and teachers are using the results of the ELL Periodic Assessments to identify strengths, weaknesses, and areas in need of improvement for ELLs to help guide their instruction in order for them to achieve proficiency or show growth in proficiency levels on NYSESLAT exam. Because of the results on ELL periodic assessments and DRP, school now has independent reading for 20 minutes during double block periods and Vocabulary words are given students to help increase student word knowledge.
 - c. The periodic assessments show that ELLs continue to struggle in the areas of Reading Comprehension and Writing, but show competency in the areas of Listening. Native language support is provided with use of word to word glossaries, biingual words walls, and translation of some text when available. Native language is used to reinforce what students already know and for them to build language proficiency in English.

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](#).]

Data from formal and informal assessments are used to develop instruction and plan lessons that are differentiated to meet the needs of the ELLs. This differentiated instruction is provided in Tiers (1, 2, 3). Tier 1 intervention is provided by the classroom teacher through dail lessons. However, students move through Tiers 2 and 3 if they demonstrate the need for more targeted and intensive academic support.

6. How do you make sure that a student’s new language development is considered in instructional decisions?
ELL’s second language development is incorporated into instructional decisions with use of word to word bilingual glossaries, bilingual words walls, minimal native language support when available, some dual language materials and resources are made available for students use.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Success of the ELL program is evaluated based on the data reviewed from NYSESLAT to assess wheter or not ELLs made Adequate Yearly Progress. NYSESLAT data is also reviewed to ascertain the number of students that reached commanding/proficiency on the exam, or the number of students that showed growth across proficiency levels. Also, ELA and Math exams are reviewed to examine the number of ELL’s that scored a minimum of 2 on state exams given at the end of the year.

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.
At registration a pedagogue conducts and interview with the parent, at which time a HLIS form is completed. If a language other than English is indicated on HLIS, other questions are asked by the ELL coordinator or a pedagogue to determine whether the student is SIFE. If the parent requires translation services, then and interpreter joins the pedagogue in conducting the intake. If onone is available to translate the required language, then the school contacts the translation hotline and request a translator for that language. If the student is not new to the United States, a request is made from their previous school and a record check is done to review the initial Home Language Survey to ensure the language used. All documents are replaced or added and kept in the student records. If the student is deemed an ELL based on language selection and interviews conducted with parent and student, then the NYSITELL is conducted by ELL Coordinator within 10 days of the admission, and notification letters are sent to inform parents of student performance on exam. After, NYSITELL is conducted, Spanish Lab is administered to Spanish speaking students by a Spanish speaking pedagogue to assess proficiency levels in Spanish to help guide instruction for students within the 10 days of enrollment.

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).
Within the 30 days of enrollment, SIFE eligibility is determined using information provided on HLIS, oral interview questionnaire, and students are given a basic comprehensive math assessment to see if the student is performing at or below grade level. The assessment is graded by a math teacher and a determination is made as to the kinds of support the student will need. For students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish the LENS is administered.
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).
Newly enrolled students with IEPs are screened as per the Part 154 guidelines. The students's HLIS for and IEP are reviewed by member of the LPT. The LPT determines the ELL status of that student. Academic data is then collected and sent to the superintendent for review.
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.
Based on the NYSITELL scores, the ESL Coordinator sends home entitlement and non-entitlement letters in parents' preferred language to inform them of their child's eligibility and program placement based on NYSITELL scores. A copy of letters sent is kept in a binder maintained by the ELL Coordinator.
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).
ELL Coordinator sends letters home with students to inform parents of their right to appeal the ELL status within 45 days. Letters are kept in a binder maintained by the ELL Coordinator.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Once it is determined that the student is eligible for ELL services, parents are invited to an orientation. During the orientation, all information inclusive of the video is given in the preferred language. Additionally, translators are available to offer translation services. All surveys are then placed on file. The desired program is recorded and the request is kept on file. This process is conducted within 20 days of the admission. If parent survey is not returned default program is TBE, although student is placed in ESL program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
ELL coordinator along with Parent Coordinator conduct parent outreach to ensure that parent surveys and program selection forms are returned in a timely manner. Also, auto dials are sent in different languages to remind parents to return the parent survey and program selection form. If parent survey is not returned, default program is TBE, although student is placed in ENL program at this school if grades 6, 7, 8. Students are placed in TBE program based on parent selection, if student is 6th grade and speaks Haitian Creole.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ELL coordinator is in contact with the ELL students to remind them of missing forms. Parents are also sent notifications in their preferred language and reminded of missing forms. Calls are also made to parents by pedagogs in native language to ensure parents received letters. As soon as the forms are returned, the information is recorded in the ELPC screen in ATS and forms are filed in students personnel folder and binder maintained by ELL Coordinator. ELL Coordinator continually monitors ELPC screens to ensure that Parents Selection is up to date.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ELL coordinator sends parent notification letters in preferred language home via students. Students are required to sign for receipt of the letters. A copy of the letters are maintained in ELL Coordinator binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Completed HLIS forms along with non-entitlement and entitlement documents are kept in a binder in the principal's office. The original HLIS forms are kept in the student' records, maintained by the pupil accounting secretary. The principal, assistant principals, ELL coordinator, and pupil accounting secretary alone have access to the binder. A copy of non-entitlement and entitlement forms are kept by the ELL coordinator. The assistant principal incharge of ELLs has access to this binder as well. The ELL records are maintained by the ELL coordinator under the supervision of the supervisors.
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.
To ensure that all ELLs take the NYSESLAT, the ELL coordinator along with the supervisor review RLER, RLAT and RELC in ATS to ensure accuracy of the students eligible to take the NYSESLAT. ENL teachers, E. Simon and F. Valescot are responsible for

administering all sections of the NYSESLAT within the administration window outlined by the state and track student completion. However, all testing documents are secured and distributed by the assistant principal in charge of testing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL coordinator fills out the letters and distributes the continued entitlement letters to current ELLs. The parent support letters are sent to former ELLs who will receive support for two years. The ENL teacher, E. Simon is responsible for the distribution of the letters. Once the letters are prepared, they are placed in an envelope and given to students by class. Students are required to sign for receipt for the letters.
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).

Review of Parent Survey and Program Selection forms for the past few years reveal that the 75% of parents requested ESL as the program choice for their children. There were a number of parents who requested transitional bilingual. As a result, for the school year 2015-2016, MS 246 will open a sixth grade TBE program for Haitian Creole students. The school continuously monitors parent choice in an effort to provide parent offerings as per ASPIRA Consent Decree.

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.
Instruction for ELLs is delivered using standalone ENL via push in pull out model, and integrated ENL. ELLs at the entering, emerging, transitioning, and expanding levels receive stand alone ENL while, students at the commanding level receive 90 minutes of integrated ENL provided by one ELA teacher and one ESL teacher in the ELA classroom. ELL classes often travel together as a group. However, there are sessions when students are grouped based on proficiency levels; allowing students regardless of grade to be placed in one class. At the eighth grade level, students are grouped heterogeneously with mixed proficiency levels. Former ELLs receive integrated English Language in ELA via the coteaching model.
 - b. TBE program. *If applicable.*
The TBE program provides instruction for 6 grade ELLs in Haitian Creole. Students receive common core aligned instruction in Core subjects (math and social studies). Students receive 75% of instruction in their home language (Haitian Creole) and 25 % of in English. The pull out model is used to provide ESL instruction and the class travels together as a group.
 - 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)?
MS 246 provides ESL instruction in accordance with CR part 154. The mandated number of units support students in grades 6 through 8 which consists of 360 minutes of ESL support each week for Entering and Emerging students and 360 minutes of ELA for Transitioning and Expanding receive 180 minutes of ESL and 360 minutes of ELA each week. 90 minutes of integrated instruction is provided for students with commanding proficiency levels. To ensure ELL students receive their identified mandates, the school programs ELLs in two classes on each grade level. This allows the ESL teacher to provide mandated number of instructional minutes. Teachers are also programmed to ensure that they can cover the mandated number of instructional minutes in accordance with their contract.
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.
Currently, instruction is provided through the EL curriculum for Language Arts instruction. Lessons are scaffolded for ELLs. The ESL teacher and the content area teachers use scaffolding strategies to make learning comprehensible for students. ESL

methodologies are used by teachers of ELLs. In addition, some native language support is provided to ELLs. The ESL program, has accumulated resource materials to address the academic needs of ELLs. Translation dictionaries and picture dictionaries are also used to scaffold the content for our ELLs. Intervention support is also offered to our ELLs through programs such as MyOn which allows students to read books according to their lexile levels in all subjects in English or Spanish to help foster language development. In the content areas native language support is also provided. Support is provided via word walls, glossaries, bilingual dictionaries, and classroom libraries with leveled-age appropriate books. The ESL teachers who are also fluent in the language of instruction, is able to provide native language support.

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

To ensure that ELLs are appropriately evaluated in their native language, where and when possible, teachers provide translated versions of tasks and assignments. On State and city exams, where translations are allowed, the students are given the choice to complete exams in their preferred language. Translation dictionaries and glossaries are also available for use by students.

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

At MS 246 there is a focus on reading, writing, speaking, and listening across all content areas. To ensure that ELL's are appropriately evaluated in all four modalities, teachers via the curriculum provide instruction that promotes all the modalities. Each modality is assessed through ongoing formative and summative assessments via class presentations, group projects, and class activities that incorporates peer learning and self-assessment of student work.

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

Differentiation of instruction occurs at different levels for subgroups with materials such as graphic organizers, sentence starters, vocabulary journals, iPads and other materials and resources materials to help student's language development.

a. For SIFE students, lessons are differentiated based on interest and ability. Instruction is provided at Tiers. SIFE students move through the tiers as they demonstrate the need for more targeted academic support.

b. Plan for Newcomers

b. For Newcomers, lessons are differentiated based on interest and ability. Instruction is provided at Tiers. Newcomers move through the tiers as they demonstrate the need for more targeted academic support. Teachers are encouraged to select culturally sensitive materials and texts to support delivery of instruction. Teachers also spend time building /activating background knowledge to meet students where they are. Picture dictionaries and word to word glossaries are given.

c. Developing ELLs receiving service 4 to 6 years.

Differentiation of instruction for developing ELLs includes rigorous standards based instruction in the content areas via push-in and pull out based on proficiency level, scaffolded instruction with native language support.

d. Differentiated instruction for Long Term ELLs include the development of reading comprehension skills, vocabulary development, and the completion of standards based writing projects with the goal of these students becoming proficient in English to help them test out on NYSESLAT. Long term ELLs also move through the tiers (1, 2, 3) as they demonstrate the need for more targeted and intensive academic support. These students receive testing accommodation (extended time) on state and city assessments.

e. Differentiated instruction for former ELLs up to two years after exiting ELL status include integrated ENL instruction in ELA. Here, teachers spend time building background knowledge, developing reading and writing skills, helping students access strategies that promote their language development. Teachers also reinforce reading as a way of building language. Former ELLs receive 90minutes of integrated English language in ELA. They also receive testing accommodation (extended time) on all state and city assessments.

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.

During the reidentification process, to ensure the academic progress of reidentified ELLs or non ELLs, students will be placed in classes where they can benefit from integrated ENL instruction in ELA until the re-identification process is complete.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The instructional strategies and grade level materials used by teachers of (ELL-SWD's) include; use of the Expeditionary Learning curriculum, graphic organizers, differentiated instruction using scaffolding techniques, use of technology (iPads), to help foster

Chart engagement and comprehension. Additionally, grade level materials are used for classroom instruction and to help prepare student for NYSESLAT and other state-wide assessments.

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?

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment. Through the use of ESL methodologies, differentiated instruction, modification based on students' IEP, ELL-SWD is given access to content in a manner that is manageable for them. Additionally, SETSS teachers help to support ELL-SWD via pull out services. ELL-SWDs are placed in ICT based on the mandates outlined in their IEP.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

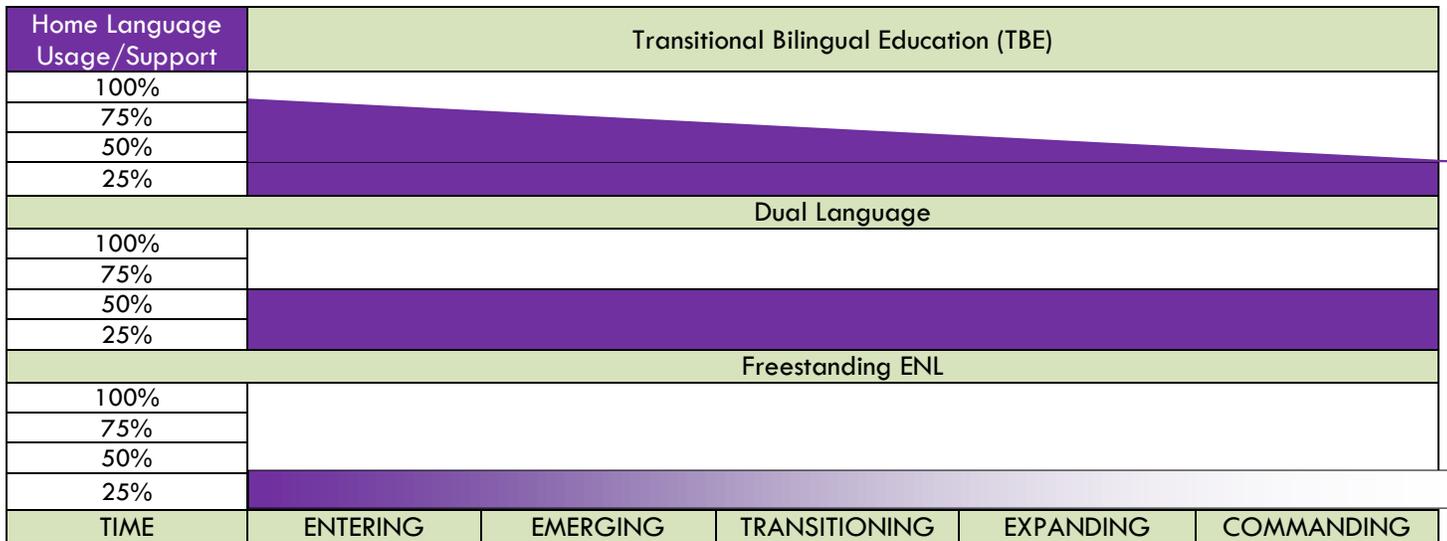


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The targeted intervention programs for ELL's in ELA math and other content areas include:
- ELA
- In addition to ESL services, students with a proficiency level of entering, receive English Language Arts Intervention built into their daily program. Tiered Intervention, MyPace ELL after-school program, and MyOn Reading Program are used to support ELL instruction. Emerging/Transitioning students receive English Language Arts Intervention built into their program. Tired Intervention, MyPace ELL after-school program, and MyOn provide additional support for the ELLs. Expanding students receive additional support via MyOn, MyPace ELL after-school program. Advanced ELLs have access to Regents classes where they receive accelerated instruction in Math and Science. Commanding students receive support via Tiered Intervention, My Pace after-school program, and some students are enrolled in Regents program where they also receive accelerated instruction.
- Math
- ELLs at the Entering, Emmerging, and Transitioninig levels receive Math Intervention built into their program. During doubl blocks, teachers use the first 20 minutes to provide remediation. Tiered Intervention and MyPace ELLs after-school provide additional support for the ELLs. Expanding students receive support via MyOn, MyPace after school program for math and ELA. Expanding students also have access to Regent's content in math and Science.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Currently, our program shows that students are making progress across proficiency levels. Our goal is to continue to provide students with the instruction and resources needed to help them advance through the proficiency levels. The current program is designed to meet the needs of ELL students in both content and language development with the practice of scaffolding, ESL methodologies, EL curriculum, Common Core Curriculum , on-going assessments, after school programs, and additional resources in place to assist ELLs. ELLs also receive all mandates outlined in Part 154.
12. What new programs or improvements will be considered for the upcoming school year?
- Based on parent choice surveys and the increasing size of the ELL population at our school, we will open a Transitional Bilingual Program in sixth grade to help incoming ELLs. Students in the TBE class will receive some native language support while building English language skills.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs during the regular school day and after school. All ELLs are placed in classes (general and special education) that are heterogeneously grouped . All students including the ELL population are invited to participate in all extended day programs provided by CBO's and programs that are funded through grants. All ELLs have equal access to all programs offered at the school including regents classes.
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.
- ENL Instructional Materials
- The following is a partial list of literacy programs that are utilized to provide ESL through the content areas :
- * Oxford Picture Dictionaries and workbooks
 - * Leveled Libraries with books of different genres in classroom and school library
 - * Dictionaries/Thesaurus of American English
 - * Instructional Technology
 - * Ipads
 - * Smart Board
 - * Language Materials
 - * Bilingual Dictionaries
 - * Multicultural Libraries in Haitian Creole and Spanish
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In the freestanding ESL program at our school , native language support is offered in Arabic, French, Spanish, and Haitian Creole with word to word glossaries. We also have some language paraprofessionals who speak Spanish, Arabic and teachers who provide support in Haitian Creole.
- The TBE program model native language support is provided in Haitian Creole for 75% of instruction in math and social studies and %25 in English. Bilingual books are also provided in Haitian Creole for additional support in classroom.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All resources are age appropriate for students. However, we also have materials and resources of varied levels to meet students reading and math levels on hand to meet the students based on where they are performing academically.

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).

Currently, we offer an Open House for new students to assist the newly enrolled ELLs before the beginning of the school year and we have a Welcome Back celebration for students. The Parent Coordinator, Assistant Principal, ELA teacher, ESL teacher, Literacy Coaches also plays an integral part of activities planned for parents of ELLs. Also, parent coordinator, guidance counselors, supervisors, and other school leaders, conduct open house to show case program offered at our school.

19. What language electives are offered to ELLs?

The language elective offered to ELLs is Spanish for eighth graders.

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.)
Professional development will be on-going during the school year for all teachers . Teachers, pupil accounting secretary, and all service providers in the building will engage in Professional Development centered around ELLs and ELL services. Secretaries will attend PD provided by central office, the DELISS, and or the BFSC. Service providers who are part time in the building will receive traing from their agency and or the BFSC. Teachers will be engage in Professional Learning Communities during the designated 80 minutes on Mondays. Topics will vary based on the needs of individual and groups of teachers. In school and out of school PD will include best practices using the EL curriculum and the Danielson framework and instructional practices with the Common Core Curriculum. Classroom support will be provided by school mentors. Teachers will engage in inter and intra visitations to observe and promote best practices. PD sessions will help support the implementation of methodologies proposed at training sessions. Trainings will emphasize scaffolding as an instructional strategy and the integration of language and literacy in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Professional development offered through the school year includes supporting ELLs in the Common Core Curriculum and the different shifts. Coaches and other staff attend various workshops to keep teachers aware of instructional changes to help staff address the needs of students. The goal of our professional development is to provide instructional support to our teachers in order to refine their pedagogical skills and improve student performance. Our professional development activities are designed to enhance our teachers' ability to understand and use curricula, assessment measures and instructional strategies for LEP students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The administration provides cultural awareness and sensitivity training for teachers to help them effectively communicate with ELL students and their families when needed. We also provide support via translation to help ELL's navigate the high school application proces as they transition form MS to HS. Notices for ELL students are sent home in English as well as their native language. The guidance counselor is an integral part of the transition process and receive professional development fro the BFSC and Dr. Vladimir on topics related to all students including ELLs.
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.
Teachers' of ELLs will continue to participate in professional development offered by the district, OELL, and other training as per DOE. Documantation of this traing includes attendance, copies ofcertificates and materials given to workshops. The ESL teacher and teachers' of ELLs will continue to engage in collaborative planning in order to enrich the quality of education for other ELLs.

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?

Building supervisors along with the ENL Coordinator, the LPT, and members of the translation team will coordinate to schedule and plan annual meetings with parents to discuss goals, language development, and results of assessments in all content areas. Since Tuesdays (75minutes) are dedicated to parent outreach, meetings will be scheduled on Tuesdays so parents can meet with a cohort of teachers and or individual teachers. In an effort to accommodate all parents, meeting times will be staggered. Notification for meetings will be sent home in different languages.

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.

Flyers will be sent home in the parents' preferred language. Also, robo calls will be made (in preferred language) inviting parents to the meeting. Sign in sheets will be available at all meetings and a copy will be kept on file by the principal and one by the ENL Coordinator. A copy of all letters and flyers sent home to parents are maintained in a binder by the ESL coordinator under the supervision of the assistant principal responsible for ELLs. Members of the Translation committee are responsible for translating letters and flyers in the parents' preferred language.

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

ELL parents involvement includes their attendance at PTA meetings, Parent workshops, and other school functions offered during the school or after school. School functions include, Back to school Orientation, Breast Cancer Walk, Medgar Evers Family Academy, and Awards celebrations. The parent coordinator works closely with the principal to ensure that all parent receive notifications in their preferred language and that parents are provided accommodations based on their individual needs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
MS 246 partners with community based organizations to provide various services to ELL parents. Organizations include; CAMBA and DownState Hospital

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

The needs of parents are evaluated via formal and informal parent surveys.

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

Our parent involvement activities addresses the needs of the parents by providing them with information, resources, and services that they can use to better provide for themselves and their families. Parent involvement activities also provides an opportunity for parents to connect with teachers and school leaders on matters concerning their children. Parent involvement activities include monthly workshops provided by the school, monthly PTA and SLT meetings. The reorganized workday outlined in the new UFT contract, allows 40minutes each Tuesday for parents to meet and or speak with teachers regarding students' progress. During these sessions, translators are on hand to provide translation services if and when needed.

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.

At MS 246 all students including ELLs are involved in Club Hour. Club Hour is held every Friday during period eight. Students select the club of their choice and is engaged in an activity they enjoy. This allows students to work together in groups, solve problems together, as well as design and create various projects. Club Hour is another opportunity for ELL to develop social language as they interact with English-speaking peers.

School Name: 246

School DBN: 17K246

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)
B. Warrington	Principal		
A. Burnett	Assistant Principal		
S. Viximar	Parent Coordinator		
E. Simon	ENL/Bilingual Teacher		
N. Jordon	Parent		
A. Gordon	Teacher/Subject Area		
	Teacher/Subject Area		
C. Mayers	Coach		
N. Lyle	Coach		
P. Reid	School Counselor		
A. Baptiste	Superintendent		
	Borough Field Support Center Staff Member _____		
F. Valescot	Other _____		
NA	Other _____		
NA	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17K** School Name: **246**
Superintendent:

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

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

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

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

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

Home language data is used to assess school's written translation needs. There is a large number of parents that speak Haitian Creole and Spanish. Information is readily available in those languages. Additionally, Members of the school's Translation Team along with the Parent Coordinator assist with translations for parents who speak a language other than English. When necessary, the Translation Interpretation Unit within the Department of Education is used to provide translation services. There are also Spanish & Arabic speaking paraprofessionals and staff to assist with translation needs. Parents who attend Parent Teacher Association meetings are asked to complete a brief survey indicating their language of choice. All correspondence are translated and sent home in the language of choice. Also, the school's voice messages are sent home in different languages.

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.

Haitian Creole, Spanish, Arabic, French. An excel spread sheet listing the parents' preferred language by class and grade was created. This will be updated monthly to reflect new students information.

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.)

Documents typically disseminated every year that require translation are: school handbook(June), school newsletter(last two weeks of each month for the upcoming month), calendar, parent-teacher conference announcements, after-school program information, New York State testing dates(October), parent Workshop notices(1st of each month), and other pertinent school information. These documents will be sent home in English, French, Haitian Creole, and Spanish. Translation of these documents will be provided by school staff and the Translation and Interpretation Unit when necessary. Documents for translation will be prepared at least two weeks ahead of the scheduled event.

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.

PTA conferences (4), Curriculum Nights, PTA meetings (monthly), parent workshops (monthly). Teachers will also interact with parents weekly during the Tuesday Parent Outreach sessions. Parents will also meet with Guidance Counselors to discuss student's needs on an as needed basis.

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.

Translation needs will be met using both in-house staff as well as the Translation Interpretation Unit. Documentations to be sent home will be pre-prepared and sent home in English as well as the preferred language. Where necessary, interpreters will be contracted for on-site events. Budget allocations for translation services will be used to pay contractors.

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.

Interpretation Services will be provided by in house staff as well as the Translation Interpretation Unit.

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.)

Walt Whitman will ensure that staff members are aware of how to use translation services by providing them with the Language ID Guide at staff meeting. Also, a PD session will be held to review the document and ensure that everyone is aware of translation services available to parents and families. At the start of school, all teachers and staff will receive th "I Speak..." card which includes the phone number for the Translation 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

All notifications and documents regarding translation and Interpretation can be found at http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit. This site will be made available to all staff and parents.

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)

Walt Whitman will put together a focused group of parents inclusive of all cultures and languages represented in the school to gather feedback and best practices on communicating with families.