

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **20K259**

**School Name:**                       **J.H.S. 259 WILLIAM MCKINLEY**

**Principal:**                             **JANICE GEARY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: William McKinley I.S. 259 School Number (DBN): 20K259  
Grades Served: 6-8  
School Address: 7301 Fort Hamilton Parkway, Brooklyn, New York 11228  
Phone Number: 718 833-1000 Fax: 718 833-3419  
School Contact Person: Anthony DeBenedetto Email Address: Adebenedetto@schools.nyc.gov  
Principal: Janice A. Geary  
UFT Chapter Leader: Renee Dixon  
Parents' Association President: Laurie Windsor  
SLT Chairperson: Anthony DeBenedetto  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Laurie Windsor  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 20 Superintendent: Karina Costantino  
Superintendent's Office Address: 415 89<sup>th</sup> Street, Brooklyn, New York 11209  
Superintendent's Email Address: kcostan@schools.nyc.gov  
Phone Number: 718 759-4912 Fax: 718 759-4842

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn Director: Cheryl Watson-Harris  
Director's Office Address: 415 89<sup>th</sup> Street, Brooklyn, New York 11209  
Director's Email Address: \_\_\_\_\_  
Phone Number: 718 759-4912 Fax: 718 759-4842

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janice A. Geary	*Principal or Designee	
Renee Dixon	*UFT Chapter Leader or Designee	
Laurie Windsor	*PA/PTA President or Designated Co-President	
Josephine Mendola	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>	
Nadine Bohsali	CBO Representative, if applicable	
Erica Pantano	Member/Parent	
Barbara Cheung	Member/Parent	
Dana DiCarlo	Member/UFT	
Lauren Dixon	Member/UFT	
Marianne Geroulanos	Member/Parent	
Anthony DeBenedetto	Member/CSA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kim DiDonato	Member/Parent	
Eva Kougentakis	Member/Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

William McKinley I.S. 259 is a large Title 1 (School Wide Program) middle school, geographically located in the southwestern section of Brooklyn, New York, and is part of Community School District 20.

The school serves approximately 1,600 students in Grades 6–8. Thirteen percent of students are English Language Learners, and 11 percent are identified as Students With Disabilities. We have a diverse student population comprised of 42.24% Asian, 31.43% White, 24.7% Hispanic, 1.07% Black, 1.33% Hawaiian/Pacific Islander, and .06% American Indian. Seventy-five percent of our students qualify for 'free lunch' and .01% are Students in Temporary Housing.

In 2013–14, William McKinley's accountability status is 'In good standing'. It has a 95 percentile rating in the city and received the designation of 'Well Developed' for the Quality Review.

Our mission statement is as follows: With a proud past and a bright future, William McKinley I.S. 259 is dedicated to educating our students in the 21<sup>st</sup> Century. Our staff members, parents and educational partners work collaboratively to provide an exemplary Middle School experience. We challenge our students to meet and exceed the highest academic standards and to soar to new heights.

William McKinley made considerable progress in the "collaborative teachers" element of The Framework for Great Schools. It is in this element that we had 100% of the teachers working collaboratively within and across contents to improve upon student success by focusing our professional learning time on student inquiry and the evidence of our impact on their learning. We triangulated data from summative assessments, formative assessments, and then current student work to provide feedback using research-based strategies for improvement.

While William McKinley has made progress in the "strong family-community ties" element of The Framework for Great Schools, we can continue to make strides to improve. Last year, we started using Skedula, an online grading and communication system, to have continuous, open communication with parents. Additionally, we made improvement in the number of parent responses on the School Learning Environment survey (69% in 2012-13 to 72% in 2013-14, to 75% in 2014-15), but, again, we need to continue to make additional progress.

### Overview of Instructional Programs and Special Initiatives

McKinley has a legacy of providing its students with an academically challenging program while supporting the idea of community and trust with our robust after school and enrichment programs.

#### • **Instructional Initiatives**

o Superintendent's Program Grades 6, 7, 8 (five 6<sup>th</sup> grade classes)

o Independent Investigations Method (IIM)-An enrichment program that offers an opportunity for participation in independent investigations of student choice

- o Virtual Enterprises Junior Ventures- an enrichment program that develops technology and entrepreneurial skills by starting and managing business ventures
- o Integrated Math Regents Grade 8 in Superintendent classes
- o Living Environments Regents Grade 8 in Superintendent classes
- o American History Regents Grade 8 in Superintendent classes
- o Foreign Language Proficiency Test – Spanish
- o Duolingo- supplemental Spanish language instruction
- o Technology – Including Presentation stations, mobile computer labs, Moby Max, EVERFI- internet safety and social studies link
- o Visual Arts, Chorus, Keyboard, Dance, Drama, Strings, Marching Band, Band/Orchestra Programs
- **Special Programs and Events**
- o Creative Arts Team Residency (Using Drama in the English Language Arts Classroom) and after school
- o ‘I Love Me’ Campaign
- o Leadership Club
- o Banking On Our Future-a Financial Literacy Program
- o National Junior Honor Society
- o School Play
- o School sponsored community events
- o School wide Art Exhibitions of student work
- o Stage Doors and Open Doors funded through TDF – Partnership with theater professionals; view plays with post-performance discussions with professionals
- o Student Government
- o Anti-bullying Campaign and Peer Mediation
- o Theater Development Fund (TDF) Partnership-for 6<sup>th</sup> grade (free Broadway Show)
- o Winter and Spring Music and Arts Festivals

**Extra-Curricular Activities**

• **SPORTS**

o CHAMPS – Athletic program featuring Flag Football, Basketball, Soccer,  
Girls and Boys Basketball, Volleyball, Flag Rugby, Handball, Soccer and Cheerleading

• **TEST PREP**

- o ELA, Math, Language Development (NYSESLAT), American History, Living Environments Regents Test Taking Skills
- o Specialized HS Test Preparation Classes
- o Specialized HS Portfolio Preparation

• **CLUBS**

- o Chess Club
- o Culinary Arts
- o Fashion/Costume Club
- o I Love Me
- o Library Crew
- o Marching Band, Concert Band, Strings, Keyboard, Theater, Dance
- o Scenic Arts
- o Yearbook Club
- Community Based Beacon Program

## 20K259 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1477	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	26	# SETSS	1	# Integrated Collaborative Teaching	32
Types and Number of Special Classes (2014-15)					
# Visual Arts	26	# Music	35	# Drama	15
# Foreign Language	27	# Dance	13	# CTE	N/A
School Composition (2013-14)					
% Title I Population	72.3%	% Attendance Rate			94.5%
% Free Lunch	73.8%	% Reduced Lunch			7.2%
% Limited English Proficient	15.1%	% Students with Disabilities			12.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			1.7%
% Hispanic or Latino	26.8%	% Asian or Native Hawaiian/Pacific Islander			39.7%
% White	31.6%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.17	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	45.0%	Mathematics Performance at levels 3 & 4			61.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			80.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- ELA and Math curricula will be revised based on last year’s experiences with materials and student needs; Social Studies and Science curricula need to be revamped to best reflect the common core instructional shifts and encompass literacy strategies common to all subject areas.
- Based upon the triangulation of school data from state, embedded and culminating assessments and student work we have found that our students need continued practice in rationalizing textual evidence.
- Based on student data from a year-long inquiry process, students must have deeper exposure to developing critical thinking skills through experiential practices and enrichment models.

### Part 2 – Annual Goal

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

By June 2016, all departments will meet in collaborative planning teams once a week to evaluate and synthesize curriculum adaptations in order to review and revise four common core aligned units of study to meet the needs of all students, including ELLs and SWDs, by taking into consideration the instructional focus, The Framework For Great Schools, and students' formative and summative assessments, as evidenced by a 5% growth on the aforementioned assessments.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Support teachers and teacher teams in planning lessons and units, strengthening teaching practices, making adjustments to the curriculum to incorporate enrichment tasks, including modifications for English Language Learners, and Students with Disabilities and providing professional development.	Teachers	Sept. 2015-June, 2016	Department Chairs, UFTTC Staff Developer, Peer Instructional Coaches (PICs), Model Teachers (MTs)
1. Provide professional development through DOE and district initiatives as well as through the United Federation of Teachers Teaching Center (UFTTC), IIM, and Virtual Enterprise.	Teachers	Sept. 2015-June, 2016	UFTTC Staff Developer, Virtual Enterprise, IIM, DOE, District 20
1. Disseminate information on progress of curriculum writing and turnkey information in Professional Learning Communities, Common Planning, Curriculum, and Department Gatherings	Teachers	Sept. 2015-June, 2016	UFTTC Staff Developer, Peer Instructional Coach (PIC), Model Teachers (MT's)
1. Distribute a Parent Guide for unpacking the Common Core Learning Standards in English Language Arts and Math.	Parents	Sept. 2015-June, 2016	UFTTC Staff Developer, Parent Coordinator, PTA President

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Remuneration for Administration, UFTTC Staff Developer, PIC's, MT's, Parent Coordinator</li> <li>• Per session for curriculum writing teams (18 teachers for 24 hrs. each)</li> <li>• Professional development time scheduled during the extended days. There is no cost associated with this activity</li> <li>• Librarian to support the IIM program</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By January, 2016 two updated units of study from each department will have been completed. Revisions will be based upon two cycles of student inquiry.

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

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on School Environment Survey, Parents, students, and teachers rated as follows:

- 91% of the students feel that we offer a variety of programs to keep them interested (higher than city and district averages)
- 95% of parents are satisfied with their child’s education (higher than city average)
- 85% of students feel safe in hallways, bathrooms, cafeteria (higher than city and district averages)
- 99% of teachers would recommend this school to parents (higher than city and district averages)
- 67% of students say that most students treat each other with respect (higher than the city average and the same as district average)

### Part 2 – Annual Goal

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

By June 2016, all (100%) students will be encouraged to be good citizens by coming to school in a timely manner, having good attendance, working to their best academic abilities and respecting their peers through positive reinforcements, as evidenced by an increase of 3% in student to student respect based on the Learning Environment Survey and a decrease of 5% in overall student suspensions.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Promote the Anti-Bullying campaign through the Starfish Club, individual class presentations, Assembly presentations, and peer mediation	All Students, including SWDs and ELLs	Sept. 2015- June, 2016	AP in charge of Safety, Guidance Counselors, Deans, School Assessment Team, and Paraprofessional
1. Promote good attendance through class competitions and student/class awards.	All Students, including SWDs and ELLs	Sept. 2015- June, 2016	AP and School Aide in charge of attendance, Guidance Counselors, Deans, School Assessment Team,
1. Promote good academics through academic awards (Certificates of Merit, Honor Roll, and Principal’s List)	All Students, including SWDs and ELLs	Sept. 2015- June, 2016	AP and School Aide in charge of academics
1. Conduct PTA workshops on the prevention of bullying and provide translators to facilitate delivery	Parents	Sept. 2015- June, 2016	PTA President and Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Remuneration for the aforementioned staff</li> <li>• Translation services</li> <li>• Materials</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

Share information on the progress through monthly PTA, attendance, and safety meetings and quarterly updates on academic achievement for students.

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

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Using the Advance MOTP Dashboard the Assistant Principal’s Inquiry group has analyzed the data for informal and formal observations and identified that 26% of teachers have been deemed Effective and 3% Developing.
- Further analysis of the Advance School Level MOTP Summary report indicates that more development is needed in the areas of Danielson’s components of 3b Questioning, 3c Engagement and 3d Assessment.

### Part 2 – Annual Goal

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

By June 2016, all (100%) teachers will be provided with ongoing professional learning opportunities and support through a cohort of teacher leaders (UFTTC, PICs, DTs, and Teacher Leaders) to develop a culture of collaborative professional learning where teams can conduct student inquiry with a focus on students with disabilities where applicable, resulting in school and individual development, as measured by a 3% level of growth in individual data gathered on observations using Danielson's components 3b, 3c, and 3d.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>			
1. All administrators will support teacher growth that shifts teacher practices through a minimum of three informal	Teachers	Sept. 2015-May, 2016	Principal, Assistant Principals

observations followed by specific, actionable, and timely feedback.			
1. All teachers will participate in professional development that will better inform their practice in all Danielson components to improve pedagogical delivery with special emphasis on Danielson's components 3b, 3c, and 3d.	Teachers	Sept. 2015- June, 2016	Principal, Assistant Principals, UFTTC Staff Developer, PICs, MTs and Teacher Leaders
1. Professional development will include research based strategies to improve instruction for ELLs and SWD	Teachers/ Students	Sept. 2015- June, 2016	Assistant Principals, UFTTC Staff Developer, PIC's, MTs and Teacher Leaders
1. Parents will be updated on curriculum, student needs and strategies to promote collective responsibilities of learning.	Parents	Sept. 2015- June, 2016	Principal, Assistant Principals, UFTTC Staff Developer, Parent Coordinator, PTA President, Teachers
1. All teachers will meet in teams (by grade and subject) in at least 4 cycles of inquiry. The teachers will meet every week during their allotted professional development time to review student work with a special lens on students with disabilities were applicable. The facilitators of these meetings will be various teacher leaders who are members of the Teacher Incentive Fund (TIF), and a United Federation of Teachers-Teacher Center Staff Developer (UFTTC). The cycles of inquiry are based on The Framework for Great Schools where the teams plan, implement, reflect and adjust, and share lessons learned.	Teachers	Sept., 2015-June, 2016	Assistant Principals, UFTTC Staff Developer, and TIF teacher leaders

#### **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.

- Remuneration for Administration, Parent Coordinator, UFTTC Staff Developer, PICs, MTs
- Professional development time scheduled during the extended days. There is no cost associated with this activity.
  - There are currently 6 model teachers, a peer instructional coach, and a staff developer through the UFTTC all who will lead weekly professional development student inquiry cycles, along with administrative input weekly.
  - Administrators will conduct weekly inquiry meetings to focus on monitoring progress.
  - Instructional resources have no cost as we are using current state assessment scores, samples of teacher made summative and formative assessments, and current samples of student work to triangulate data to impact inquiry and subsequently modify curricula.
  - The schedule adjustments are minimal as the staff voted to reconfigure the time allocated for professional development from Monday and Tuesday afternoons, to Monday and Tuesday mornings, respectively.
  - Teacher per session is available for continuous work on documenting the changes made to the curricula based on collaborative teacher meetings, as well as to document inquiry.
  - Supervisor per session is also available for oversight of all after school activities that deal with collaborative teacher meetings, inquiry and curricula modifications.

•											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February of 2016, 100% of the teachers will have been provided with professional learning opportunities and support to develop a culture of collaboration as it relates to student inquiry with a focus on students with disabilities where applicable, as evidenced by two completed cycles of inquiry per the Framework for Great Schools, and an overall 3% teacher growth average in Danielson's components 3b, 3c, and 3d.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, 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>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Based on attendance at Parent Teacher Association (PTA) meetings, we need to find additional, innovative ways to reach out to more parents to increase school-parent-community relations.
  - Based on the Quality Review conducted in January of 2015, it was suggested to send out a user-friendly parent guide to unpacking the Common Core Learning Standards.
  - Although the NYC School Environment Survey indicates that McKinley scored above average in all categories for Middle Schools in the city for parents, only 75% completed the School Learning Environment Survey in the 2014-2015 school year.
  - Seventy percent of the parents have registered for Skedula/ Pupilpath.

### Part 2 – Annual Goal

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

By June 2016 all (100%) teachers will have communicated with parents on a regular basis. This will result in a positive school/parent/community relationship and increase parent teacher communication as measured by weekly entries in Skedula/Pupilpath as well as attendance at PTA meetings, Parent-Teacher conferences, and Parent-child events as demonstrated by a 5% increase in parent registration on Pupilpath and a 5% increase in parent involvement activities.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Parents will be informed of their child’s learning needs, assessment results and attendance data through midpoint progress reports on a quarterly basis and by continually updating information on Skedula/Pupilpath.	Parents	Sept. 2015- June, 2016	Administrators, Teachers
1. Reach out to all parents by developing themed PTA meetings every month.	Parents	Sept. 2015- June, 2016	Administrators, PTA President, Teachers, Parent Coordinator, website developer
1. Hold school events that encourage parental participation including: the spring and Winter Concerts, School Play, Parent-Child Workshops, etc.	Parents	Sept. 2015- June, 2016	Administration, Teachers, Parent Coordinator
1. Provide translated copies of all notices in Arabic, Chinese and Spanish.	Parents	Sept. 2015- June, 2016	Administrators, Parent Coordinator, Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Remuneration for Administration, UFTTC Staff Developer, Teachers, Guidance Counselors, Parent Coordinator.</li> <li>• School website</li> <li>• Skedula/Pupilpath</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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- Track attendance at each meeting to determine progress of increased participation.
- Run monthly reports of Skedula/Pupilpath registration for parents and students.
- Run monthly reports of teacher communications to parents on Skedula/Pupilpath.
- Review and update the school website as new information becomes available.
- Post new and updated information on a weekly basis or when it becomes available on Skedula/Pupilpath in multiple languages.
- Continue to monitor the time it takes to conduct such updates and plan adequate time to send/post translated copies of school notices.
- Continually monitor best parent contact methods.

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

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Priority given to level 1 and level 2 students	<ul style="list-style-type: none"> <li>• Wilson – Decoding/Reading, Encoding/Spelling and reading comprehension</li> <li>• Reinforcing Skills in ELA for ELL students</li> <li>• ELA Test Prep</li> <li>• NJHS Peer Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Small group instruction</li> <li>• Small group instruction</li> <li>• One-to-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During school</li> <li>• During and After school</li> <li>• After school</li> <li>• During school</li> </ul>
<b>Mathematics</b>	Priority given to level 1 and level 2 students	<ul style="list-style-type: none"> <li>• Math Test Prep Including Regents</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> </ul>
<b>Science</b>	Priority given to level 1 and level 2 students	<ul style="list-style-type: none"> <li>• ILSE Test Prep</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> </ul>
<b>Social Studies</b>	Priority given to level 1 and level 2 students	<ul style="list-style-type: none"> <li>• SS/ESL</li> <li>• US Gov't Regents Test Prep</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Dependent on student needs as indicated on IEPs and 504 plans	<b>Guidance</b> - Individual and Group Counseling in areas such as: goal setting, bullying, drug-prevention, coping skills, family issues, study skills, interpersonal concerns, self-esteem issues, anger management, classroom behavior, attendance improvement, high school applications.	One to one, small and large groups according to activity  One to one  One to one  One to one	During School  During School  During School  During School

		<p><b>School Psychologist –</b> Initiate resources provided for suspicion of children with learning delays;</p> <p>suggest techniques and methods implemented for children who are exhibiting ‘at-risk’ academic delays; recommend strategies to address academic difficulties;</p> <p>Suggest modified instructional strategies for children ‘at-risk’.</p> <p><b>Social Worker -</b> Provide parent education including parent rights about special education, the special education process, and special education services.</p> <p>Conducts social history interviews with parents for initial referrals.</p> <p><b>Nurse -</b> Teach, administer and monitor medication, as well as provide counseling support for students with chronic conditions;</p> <p>supervision and teaching of intermittent urinary catheterization; management of insulin dependent diabetic with continual insulin therapy.</p>		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Strategies we use to recruit Highly Qualified Teachers include using Open Hire, consultation with our District and Borough Field Support Director, close supervision and analysis of our per diem staff members and attending recruitment fairs.</li> <li>• Careful attention is given to matching teacher qualifications with the needs of the school.</li> <li>• Teachers who do not have permanent certification are offered the opportunity to be reimbursed for course work that would lead to permanent certification in the area in which they are teaching.</li> <li>• We retain Highly Qualified Teachers by providing instructional support through various sources including mentoring through the UFTTC, PICs, and MTs, individualized teacher training, and Professional Learning Communities.</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Teachers are surveyed and afforded opportunities for attendance at a variety of professional development workshops conducted by the DOE, District, UFTTC and school based specialists which will hone their skills.</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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).

N/A

**Part 4: SWP Schools Only**

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

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

N/A

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

A team of teachers representing each department and grade level met to assess and select the Measures of Student Learning (MOSL) for the school. The team agreed that all teachers are teachers of literacy and, as such, decided to attach our teachers to the ELA scores (with the exception of Math). This team received professional development from a webinar in the Advance system.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,055,174.00	X	12, 14-17, 20-21
Title II, Part A	Federal	0		
Title III, Part A	Federal	22,452.00	X	15

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	7,871,953.00	X	12, 14-17, 20-21

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Parent Involvement Policy (PIP)**

The William McKinley Parent Involvement Policy was reviewed and adopted during the December 10, 2014 meeting of the School Leadership Team.

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

- As a school-wide program school, McKinley parents will be involved in decision making through active participation in the School Leadership Team and PTA.
- The Title I representative will report to the School Leadership Team on all Title I updates.

- Continuous opportunities will be provided for parental involvement through guest speakers from community or cultural organizations at PTA Meetings, Title I, Special Education, Superintendent, ELL orientation/update meetings, etc. Meetings will be varied between mornings and evenings. Translators will be provided to reach all parents.
- The Parent Coordinator and Principal will ensure the timely communication of pertinent information through the school website, newsletters, Pupil Path, phone master system and letters home.

Our 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. Our 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 our 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, our school will:

- Provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: four times annually through student report cards, and additionally through reporting of any test data, and information.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: consultation with teachers would be available during Parent-Teacher Conferences or upon reasonable request.

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

- Participating, as appropriate, in decisions relating to my children's education.
- Respond to surveys, feedback forms and notices when requested.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school, by mail or Pupil Path and responding as appropriate.

### **School-Parent Compact (SPC)**

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

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

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

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: by providing NYS standards based instruction for all students including academic intervention services and enrichment.
- Implement a curriculum aligned to the Common Core Learning Standards.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

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

- Convening an Annual Title I Parent Meeting at the beginning 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.
- Providing each parent an individual student report about the performance of their child on the State assessment in math, language arts, science (8<sup>th</sup> grade) and NYSESLAT.
- Providing information related to school and parent programs, meetings and other activities sent to parents of participating children in a format and to the extent practicable in a language that parents can understand.
- Providing parents with timely feedback on student performance and communication via Skedula/Pupil Path.

*Provide parents reasonable access to staff by:*

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

## **II. Parent/Guardian Responsibilities:**

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and lateness as well as follow the appropriate procedures to inform the school when my child is absent.
- Making sure that homework is completed.
- Monitoring amount of television their children watch, internet sites visited, and cell phone/electronic device usage and communications.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Respond to surveys, feedback forms and notices when requested

- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices and updates in Pupil Path from the school or the school district either received by my child, by mail or Pupil Path updates and responding, as appropriate.
- Serving, to the extent possible, on the PTA, School Leadership Team, policy advisory groups, such as being the Title I, Part A parent representative on the school’s Title I Policy Advisory Committee, the Community Education Council or other school advisory or policy groups.

### **III. Student Responsibilities:**

As a student, of William McKinley IS 259, I will share the responsibility to improve my academic achievement and work towards achieving the State’s high standards. Specifically, I will:

- o Attend school daily and arrive on time.
- o Complete my homework every day and submit all assignments on time and check Pupil Path daily.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- o Follow the School Rules
- All students must carry their official Student ID card.
- Students must leave the following items at home, otherwise they will be confiscated:
  - o Personal electronic devices, including but not limited to CD players, MP3 players, cellular phones, beepers, and interactive watches.
- Hats or headgear (except religious attire) are not to be worn in the building.
- Beads or ‘colors’ are not worn in school.
- Pajamas are not worn in school.
- Flip-flops and slippers are not worn in school.
- All students are to wear the school uniform shirt for all school trips. It is recommended that all students wear the uniform shirt on a daily basis.
- Do not post, on the internet, or any electronic device any writing, images and/or video taken in the school or during school functions (trips, dances etc.) of students, teachers or school personnel.
- Do not engage in any communications including texting or messaging on any electronic device on school grounds.
- Do not post or send any inappropriate images, videos, or text on any electronic devices.

- Do not engage in any cyber bullying.

At McKinley, we place academic studies and discipline issues ahead of any extra-curricular activity. Students who display improper behavior and/or actions against other students will receive strong disciplinary consequences. Any student who receives a Principal Suspension, a Superintendent Suspension or an arrest in regard to their actions against other students, members of the McKinley staff including volunteers, will be banned from all extra-curricular activities for a minimum of 3 months or the duration of the term in which the incident occurred.

**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>William McKinley</u>	DBN: <u>20K259</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>192</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>6</u>
# of certified ESL/Bilingual teachers: <u>4</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:            In compliance with Title III, ELLs are strongly encouraged to participate in the following supplemental programs:           

Weekdays – This program will be held afterschool on Mondays and Tuesdays and will begin in October 2014 and extend until April 2015.

Monday

1. New Comers Program (8th grade) – taught in English, 1 1/2hrs., one day per week, by ESL Teacher (50Hrs)

2. New Comers Program (6th & 7th grade) - Taught in English, 1 1/2hrs., one day per week, by ESL teacher. (30Hrs)

          a. Improve Reading, Writing, Listening and Speaking Skills

          through literature based instruction.

          b. Promote study and Learning strategies.

          c. Develop and facilitate ELLs English Language Acquisition.

3. Learning to write through the use of Photography/Technology - taught in English, 1 1/2hrs., one day per week, By ESL teacher. (34Hrs)

          a. Improve Reading, Writing, Listening and Speaking through photography.

Tuesday

4. ESL/ELA - Literacy class - taught in English, 1 1/2hrs., One day per week, by ESL and ELA teachers. (34Hrs each)

- Saturday Academy – This program is held on Saturdays for 2 hours. The Saturday Academy will begin in October 2014 and extends until April 2015.

1. Teaching English Through the Content of Social Studies- taught in English, 2hrs, by ESL and Social Studies teachers. (30Hrs each)

          a. Designed for ELLs with the purpose to improve on the four modalities.

2. The New Comers program- taught in English, 2hrs, by ESL teacher. (24Hrs)

          a. Designed for ELLs with the purpose to improve on the four modalities.

          b. Included in this program is the parent connection. Parents are invited to participate every other week.

## 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:            1. The goal of the professional development is to enhance teachers' ability to use instructional strategies to support language acquisition and content area learning for ELLs. Activities will support pedagogical staff such as, Administrartioon, ESL Teachers, Content Area Teachers, Guidance, Special Ed Teachers, Para Professionals, Psychologists, OT/PT therapist, speech,

### Part C: Professional Development

secretaries and parent coordinators, serving ELLs across academies. The professional development program is designed to build the capacity of teachers such as ESL and content area and implement coherent, effective instructional program for ELLs.

Topics will focus on the following:

- Identifying and placement of ELLs in compliance with Part 154 Regulations
- Eligibility of ELLs to take mandated tests
- Using ESL strategies in all content area
- Scaffolding strategies in the content area
- Implementing a standard-based instructional program
- Literacy development for ELLs using scaffolding model
- Differentiated instruction for ELLs
- Evaluating the weaknesses and progress of ELL students using a variety of assessment techniques.

- Promotional policies for ELLs

The ESL teachers and Assistant principal read and review the AMAO document and use this data to help support the instructional programs chosen.

2. Staff are supported by leadership and guidance counselors. Leadership provides professional development and guidance counselors provide intervention/mentoring for the needs of the students therefore supporting the staff. Guidance counselors articulate with the ESL liason in order to help meet the needs of the students.

3. All staff members have satisfied the 7.5/ 10 hours of professional development, though pd with the UFT center, the Network, Literacy coach. Attendance is taken and teachers receive a certificate stating that they have completed the mandated hours of ELL training.

### 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: 1. In September parents of ELLs are invited to a meeting along with the Principal, Assistant Principal, ESL coordinator, ESL Teachers and the Parent coordinator. At this meeting parents are being informed about the instructional and supplemental programs for ELLs at McKinley. In December the school offers a second meeting to ELL parents where they communicate students progress with ESL Teachers, Parent coordinator, ESL coordinator, Assistant Principal and the Principal. Open House for 6th graders, programs and policies are explained with the help of translators. Tour of the school. High School night, Guidance counselors explain and discuss high school choices, how to fill out an application, the dates and deadlines for submitting the applications. Representatives from various schools are present to introduce their programs and answer any questions parents may have. Translators are provided to assist the parents as well as the staff.

To enhance an effective communication between ELL parents and the school community, all school/parent letters are translated. Translators are hired for parent teacher conference nights and PTA meetings.

The ESL coordinator and the Assistant Principal/Director meet on a continuous basis. They collaborate and discuss ELL issues such as newcomers, placement of students, programming and strategies that will help our students to attain proficiency levels.

In addition, monthly meetings are held with the Assistant Principal, ESL coordinator and the ESL teachers. Here they plan/discuss new initiatives, programs, AIS for our students.

**Part D: Parental Engagement Activities**

- 2. We have partnerships with The Beacon program, CUNY Creative Arts Team, 21st Century. All of these agencies offer workshops for our parents as well as ESL classes for the parents during PTA meetings.
- 3. Parents needs are evaluated through parent survey and questionnaires.
- 4. Parental involvement activities are addressed in collaboration with the outside agencies. The needs are accessed and we provide translation services and translation services are always available.

**Part E: Budget**

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

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>259</b>
School Name <b>IS 259</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Janice Geary</b>	Assistant Principal <b>Donna Nastasi</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Sally Awad/ Dana DiCarlo</b>	School Counselor <b>Elizabeth Madonia</b>
Teacher/Subject Area <b>Espie Antonacci/ENL</b>	Parent <b>Laurie Windsor</b>
Teacher/Subject Area <b>Celeste Arrigo/ELA</b>	Parent Coordinator <b>Diane Castignani</b>
Related-Service Provider <b>Sankar Singh</b>	Borough Field Support Center Staff Member <b>Sean</b>
Superintendent <b>Karina Constantino</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1631</b>	Total number of ELLs	<b>184</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	184	<b>Newcomers</b> (ELLs receiving service 0-3 years)	120	<b>ELL Students with Disabilities</b>	35
<b>SIFE</b>	6	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	50	<b>Long-Term</b> (ELLs receiving service 7 or more years)	14

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	120	5	8	50	1	17	14		6	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	9	14					0
Chinese							29	27	24					0
Russian							2	1	2					0
Bengali														0
Urdu									2					0
Arabic							27	14	10					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish									1					0
Albanian								1						0
Other							4	0	2					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							17	7	12					0
<b>Emerging</b> (Low Intermediate)							8	4	6					0
<b>Transitioning</b> (High Intermediate)							7	2	8					0
<b>Expanding</b> (Advanced)							34	33	18					0
<b>Commanding</b> (Proficient)							19	27	22					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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0						33	16	28					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	45	6			0
7	37	2			0
8	30	1			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	39		13		13		1		0
7	23		11		7		5		0
8	22		14		7		3		0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 For placement purposes NYSITELL provides the proficiency level of the student. Once a student is placed in the appropriate class, content area teachers assess the student by individual subject areas. All ELLs students are assessed with the ELL periodic assessment. As part of the ELA curriculum, students are evaluated through embedded assessments(baseline, benchmark)and culminating tasks. When students return from summer vacation, all students including ELLs, are given writing assessments. All of these tools provide necessary feedback to teachers in order to differentiate their instruction. This data provides an insight of the ELL students strengths and weaknesses in the four different modalities of English. If a student performs at the entering or emerging level we know that their literacy and reading level is most likely not at grade level. Accordingly the teacher will be required to modify their lessons to ensure the improvement in the targeted skills. Afterschool programs are created to target students with weaknesses in a particular areas. Meetings are held (PLC) to discuss the data, best strategies are told and shared that best fit the needs of the early literacy skills of our ELLs. Teachers who share the same students, meet often to discuss the needs of the particular students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 According to the data on the NYSITELL most students who have just entered the NYC department of education test at the entering or emerging level with few students who perform at a higher level. On the NYSESLAT, most of our students show a weakness in the reading/listening modalities. The NYSESLAT data also reveals that we have the most students preforming at advanced or commanding in 8<sup>th</sup> grade than the other grade levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school uses the AMAO objectives to group students and plan instruction to help move students that are long term ELLs. The data reveals that students in our building have met AMAO1 and AMAO2 this year, however, in the future we may not meet AMAO 2 (proficiency). The data reveals that our long term ELLs are struggling to perform at a commanding level on the NYSESLAT, and are at a higher risk level then.
- 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. After examining proficiency levels, it has been determined that ELL students fall weak in Reading/Writing. The breakdown in these modalities by grade is as follows: : 6th grade - 28 B/1, 49 A 7th grade - 28 B/1, 30- A, 8th grade 54 - B/1, 32 A. It is difficult to determine if an ELL student fares better in a test taken in his/her native language as compared to English tests, due to the fact that our students take most of their tests in English.

b. Teachers and School leadership use the results of the ELL periodic Assessment through targeted lesson planning.

c. The school is learning from ELL periodic Assessment that ELLs are needy in reading/writing. The native language is used through dictionaires, glossaries and the buddy system.

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

N/A

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

In order to ensure that a child's language development is considered in instructional decisions, students are placed in the proper ENL classes as a result of the NYSESLAT and NYSITELL since we do not offer Bilingual or Dual Language programs. In September all staff receive information regarding ELL status in the school according to NYSESLAT and ELA results if students are eligible to take the ELA exam. As far as a new admit, the results of the NYSITELL, and an interview, taking into consideration educational history/background will help administration place the student in the proper educational setting. Staff are aware of ELL status and able to articulate with one another about students and able to prepare lessons accordingly. In addition, this knowledge allows teachers to write curriculum accordingly.

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).

We evaluate the success of programs for our Ells by focusing on whether or not our students have made progress or reached proficiency on the NYSESLAT as well as if they met AYP on the NYS Common Core ELA and Math exams.

## 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.
  - ELL students are identified at initial admission by the ELL Liaison (pedagogue) along with a Bilingual Translator, when needed. During the initial identification the student recieves an oral interview by an ESL pedagogue in English and native language (through a translator). Parents are assisted by the ESL pedagogue with the Home Language Identification Survey in their native language. Using the information from the interview as well as the parent's response on the HLIS the ELL identification will be made. Parents are also notified at admission, that at all times, we have translators for when they need to communicate with the school. The NYSITELL is administered to new admits within 10 days of admission, Spanish speaking Ells are administered the NYSITELL and Spanish LAB and then given an interview for SIFE identification. Classroom teachers further identify students' ability through in-class assessments.
  - The pedagogues that are responsible for conducting the initial screening and administrating the informal interview, HLIS and the NYSITELL are Ms. Salwa Awad- ESL Liason -ESL Teacher, languages- Arabic, French, and English. Ms. Dana Casil - ESL Teacher (English). Donna Nastasi- Assistant Principal, languages-Italian, English.
  - Once a student is identified as an ELL, after taking the NYSITELL, his/her name appears on the ATS report, making them eligible to receive ESL services and placed in an ESL class.
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 30 days of enrollment students are given the SIFE questionnaire to identify SIFE. Teachers also provide samples of student work to support the decision.

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).

If a newly enrolled student has an IEL and Home language is other than English the LPT is formed. The members of the team include the director of Special Education (Elizabeth Urena), Sally Awad (ESL teacher), Sankar Singh (related service provider), and the child's parent/guardian. The team then recommends whether or not the students should take the NYSITELL. The timeline to accept or reject the LPTs recommendation is 20 days. If students is approved for NYSITELL he/she continues with the identification process. If not the principal then makes the determination, if she does not recommend the student take the NYSITELL the Superintendent will review the decision and the parent is notified within 3 days. The Superintendent will make a decision within 10 days.

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.

Once results from the NYSITELL are reported to the school, the ESL Liason distributes the entitlement and/or non-entitlement parent notification letters to students. The students sign for them, acknowledging that they have received the letter and will bring it home to their parents. Parents are also contacted via Pupil Path to ensure they have received the letter.

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).

At the time of admission (during the initial identification process) parents are notified by the ESL pedagogue that they have the right to appeal ELL status within 45 days of enrollment.

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.

At the time of registration parents are given the parent survey and selection form. The ESL pedagogue administering the HLIS explains the 3 program choices along with the interpreter. The interpreter present is available to further explain the program choices to each parent and that the default placement is into a bilingual program if they do not indicate a preference on the survey. Parents also view the mandated welcome video at this time before making a selection. The Parent makes their choice that day.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At time of admission parents are given Parent Survey and Selection Form. Parents complete the survey and selection form and return them to the school before leaving the school. The secretary copies the two forms, gives the copies to the Assistant Principal, Ms. Nastasi, where she then put in a binder, and the secretary keeps the originals in the students admission folders. Our school only offers an ENL program therefore the school secretary monitors the parent choices and informs the Assistant Principal if a program choice is made other than ENL.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. There is not an issue with incomplete forms since they are returned during the admissions process, however Sally Awad (ESL pedagogue) and the Assistant Principal (Donna Nastasi) monitor the choices once the secretary informs them. If a parent were not to return the selection form the Assistant Principal would reach out to the parent via telephone and email to ensure it is completed.

9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters are distributed by the ESL Liason to each student to bring home to their parents. A log is kept in the ESL binder in the Assistant Principal's office.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is placed in a binder/file by the ESL pedagogues Sally Awad and Dana Casil and kept in the Assistant Principal's (Donna Nastasi) office.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

First all students eligible to take the NYSESLAT are determined by the ATS report. In April when the Speaking window begins the ESL teachers start to individually assess students. Each ESL teacher is assigned students she doesn't teach. Students are pulled out of their classes throughout the day for the speaking test. The reading, writing, and listening tests are scheduled and administered during the same week on a Tuesday, Wednesday, and Thursday once that window opens. Students are grouped by grade level. If students are absent for any subtest they make it up before the testing window closes.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued Entitlement letters are distributed by Sally Awad to students who did not pass the NYSESLAT to send home to their parents, they sign that they have received the letters and copies of signatures are kept in a binder in Donna Nastasi's (Assistant Principal) office.

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).

After reviewing the Parent Survey and Program Selection forms for the past few years most parents choose Freestanding ENL with a minimum amount of parents who have chosen a bilingual program. These selections are monitored by assistant principal. Due to these trends we continue to only offer an ENL program. If a demand for a Bilingual or Dual Language program from more parents were to be made we would look to start a Bilingual program in the future.

## Part V: ELL Programming

### A. Programming and Scheduling Information

- 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]).
  - Freestanding ENL program.  
Students are grouped homogeneously by proficiency levels. The Entering/Emerging/Transitioning groups in each grade travel together as a group from class to class. Expanding ELLs and Commanding ELLs are integrated in GE classes and also travel together from class to class. The two New comers classes are self-contained classes with two teachers as a stand alone model. One class is a 6<sup>th</sup> /7<sup>th</sup> grade bridge and the second is a 7<sup>th</sup> /8<sup>th</sup> bridge.
  - TBE program. *If applicable.*  
N/A
  - DL program. *If applicable.*  
N/A
- How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
In the past the instructional minutes were delivered as follows:
    - New Comers Class (Entering) – There will be 2 New Comers classes consisting of a 6<sup>th</sup> – 7<sup>th</sup> bridge class and a 7<sup>th</sup> - 8<sup>th</sup> bridge class. These students will remain in a self – contained class with a minimum of 360 minutes of ENL instruction.
    - Each grade has classes with ELLs at the Entering, Emerging, and Transitioning Level. These classes receive 360 minutes of ENL.
    - Each grade also has classes of Expanding ELLs mixed with Former (Commanding) ELLs. These classes receive 180 minutes of ENL a week. These classes are integrated ENL. - Former ELLs in the 8<sup>th</sup> receive 90 minutes a week of ENL instruction.
- 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.  
All content area teachers use technology such as Smartboards, computers, audio visual, visual aids in order to help deliver the specific content and make it comprehensible to our students. All content area teachers, teach in English. Students are given glossaries as well as bilingual dictionaries in their native languages. ESL teachers provide content area support by introducing new vocabulary words in context and modify the instruction to attend to the needs of all of the ESL students in the class. The teachers of Transitioning, Expanding, and Commanding students follow the grade level ELA curriculum which includes some materials from Expeditionary Learning as well as teacher-created curriculum. The Entering and Emerging teachers follow a modified version of the grade level curriculum with a stronger focus on grammar. Homework is also modified to meet the needs of all the ESL students in the same class. Tiered activities are provided according to the students proficiency level. All is done in alignment with CCLS.
- How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
After identifying the native language, content area teachers provide translated tests for students, when necessary. In addition, some of our special education students have Bilingual Paras. Also, those students that are long term are looked at by the PPT team and if evaluation is needed it is done in the native language.
- How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities throughout the year according to the CCLS standards. The diagnostic assessment used are the baseline assessment, embedded assessments, culminating tasks, teacher made quizzes and tests as well as mid-term and end-term exams. Students are encouraged to: participate in class discussion and make oral presentation/ listen and take notes and para phrase/ write essays and short responses/ read literary books and short texts. And ongoing process of observation of all of the above is done through classwork, homework and tests at least once a week. Teachers use a variety of formative assessments to evaluate the acquisition of all four modalities, including but not limited to (speaking)oral interviews with peers, verbal responses to questions, informal conversations with teachers, (listening)10 minute listening tests, transcribing peer monologues, (reading) in class assignments, exit slips, worksheets, (writing) opening activity responses, class work, group tasks, and exit slips.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

The goal of the LAP team is to ensure that the mandated units of ESL and ELA instruction are to be given to all ELLs, according to Part 154 Regulations. The instructional program of ELLs will be aligned with the ESL standards and the content area studies. Our ELLs need tremendous support in improving their reading and writing skills.

- SIFE students are identified after given an interview. SIFE students receive at risk intervention services during the day. These services include Cultural Literacy a technology based program specific to ELL students, at risk services with SETSS teachers, and guidance. All SIFE students are encouraged to participate in after school extra curricula programs.
- Newcomers are in 2 self-contained classes, in a 6-7 bridge program or 7-8 bridge program. These students receive instruction in a small group setting with two-teachers, and ESL teacher and a Content Area teacher. For those students in schools less than three years but more than one year receive instruction in a mainstreamed classroom.
- Students who receive services 4 to 6 years are offered AIS.
- Long-term ELLs receive AIS with SETTS teachers. In addition, these students are strongly encouraged to attend all after school programs designed for them.
- Former ELLs are placed in the Advanced/GE classes so that they are still receiving the required mandated service for 2 years after reaching commanding on the NYSESLAT. They are also provided glossaries for in-class assessments and State exams.

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.

N/A Prior to this upcoming school year

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?

ELL-SWDs are provided instruction according to their IEP as well as according to the results of the NYSESLAT and periodic assessment. Students receive instructional strategies according to the data provided. The grade level materials are based on the curriculum for that grade including but not limited to novels, CCLS Ready Books, short stories and other materials. Students are provided with the same hand outs that are CCLS aligned, as GE students, however the lessons are modified to meet the students needs. Based on individual needs students may also be provided with native language materials such as a bilingual glossarie or translated notes/tests. There are also students that are SWD and are mandated to have bilingual have alternate placement paras.

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?

ELL-SWDs that meet the criteria of least restrictive environment are instructed with ESL instructional strategies through the content of English. Both ELA/ESL teachers team teach, they follow the same curriculum and students are provided with the same grade level material as GE students.

Chart

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

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

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

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



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

Chart

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

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

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

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

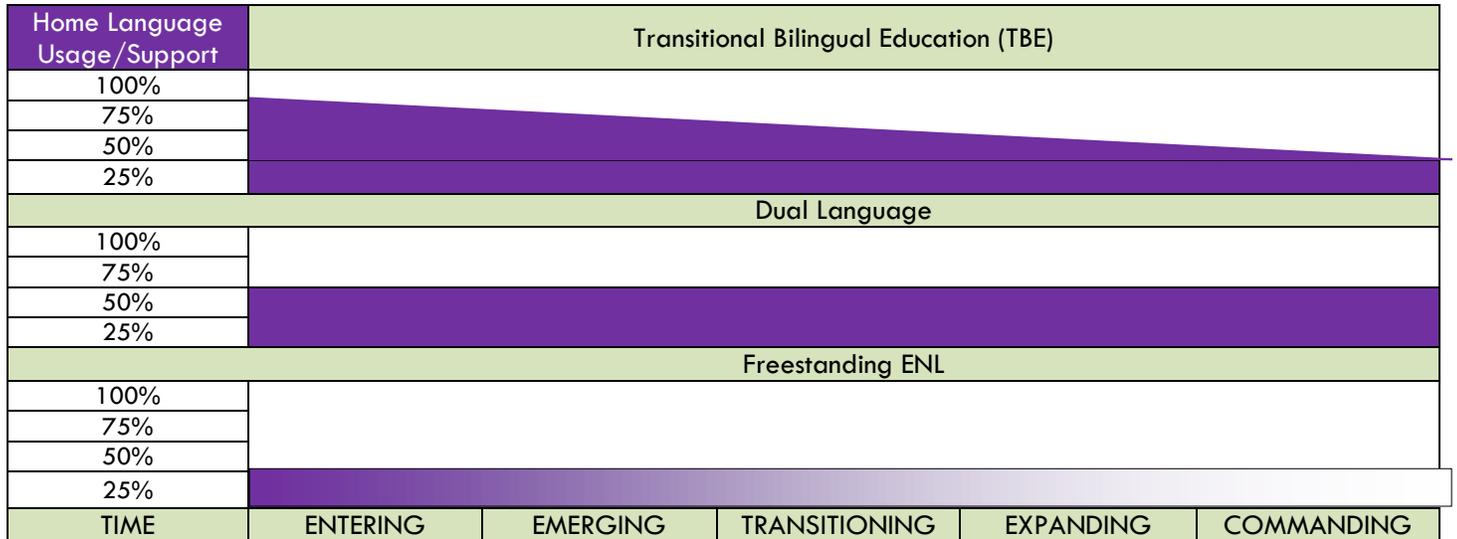


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All intervention services are offered in English, with the help of bilingual dictionaries, bilingual glossaries and the buddy system. There is a tutorial program that all ELL students attend. Here they are provided with academic interventions according to the weakness of the individual student(Math, ELA, Social Studies, Science). Guidance teachers also work with students throughout the day, or at risk. During class instruction is modified to target the areas that need improvement. Students are offered after school programs as well as a Saturday Academy program to target the skills that need improvement in Social Studies. All instruction is data driven according to MOSL, and teacher made tests.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
According to the data from this years NYSESLAT, our current programs, during the school day as well as after school are effective and are meeting the needs of ELLs in both content and language development. All teachers are aware that they are teachers of ELLs. Data is reviewed once a month during PLCs. The assessment that are used are referenced to #8. The teachers of content area subjects on a regular basis discuss with administration and their colleagues the results of the assessments.
12. What new programs or improvements will be considered for the upcoming school year?  
This year we will continue to keep the pre existing programs. The 7th grade 8 ESL/ELA Team Teaching as well as two New Comers classes, a 6/7 and 7/8 bridge class as a result of the success the students in previous years had on the NYSESLAT>.
13. What programs/services for ELLs will be discontinued and why?  
We are not discontinuing any programs/services for our ELLs since our new programs have been effective to the improvement of our ELLs making AYP and reaching proficiency.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At orientation night for the parents, all programs offered by the school are clearly described along with translations. Then letters are sent home inviting all student to participate in all before and after school activities. We expect parents to sign and return the consent form.
  - ELLs have equal access to all Performing Arts programs such as, Glee Club, Drama, Strings, Keyboard,Cheer Leading, Leadership Club, Champs, Scenic Design, High School test Prep, Special Ed test prep, Fashion Club, Flag Football and those students that are in the gifted and talented classes receive Spanish. ELLs who are interested in any program participate as every other child does .
  - In compliance with Title III ELLs are strongly encouraged to participate in the following supplemental programs:  
Weekdays – This program will be held afterschool on various days, beginning in October and extend until May.
    1. Literacy Through the Arts – taught in English, 2hrs. one day per week
      - a. Designed for ELLs with the purpose to improve Reading, Writing and Speaking Skills through the use of Accountable Talk.
    2. New Comers Program - taught in English, 2hrs, one day per week.
- Saturday Academy – This program is held on Saturdays for 2.5 hours. The Saturday Academy will begin in October and extends until April.
1. Teaching English Through the content of Social Studies
    - a. Designed to prepare all ESL students for ELA/NYSESAT exams.
  2. Literacy Through the Arts – taught in English
    - a. Designed for ELLs with the purpose to improve Reading, Writing and Speaking Skills through the use of Accountable Talk.
  3. The New Comers program- taught in English and designed for ELLs with the purpose to improve on the four modalities.
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.  
ELLs have access to classroom computers in content area classrooms, they use text books as well as handouts and graphic organizers for re-enforcement and enrichment as needed. Each student has his/her own bilingual glossary to travel with from class to class. ELLs are also provided with native language translated editions of classroom tests for content areas such as Math and Science. They also use the online program Moby Max for individualized instruction in Math and ELA.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Currently our school only offers the ENL model. In our ENL classrooms home language is supported by using bilingual dictionaries, glossaries and the buddy system. The same material are used in content areas as well as the use of translated notes and exams for entering and emerging ELLs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Each grade level curriculum is adapted/modified to include grade level tasks for ELLs and SWDS. All required resources are selected based on age and grade level appropriateness. For example in ELA a group of ELLs with SWDs will use the same short story as the rest of the 7<sup>th</sup> grade, however they may use the abridged version or use a graphic novel as a supplement to the original text.

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).

Newly enrolled ELLs have an orientation to tour the school with their teacher and there is a buddy system for newly arrived ELLs to become familiar with the school and its programs. New ELLs who enroll throughout the year are invited to participate in all activities during the school year, before, during and after the school day. These activities range from educationally based programs, such as tutorial, to the Arts and Sports. There is also a Parent Orientation Workshop run by the Assistant Principal, Donna Nastasi and the Parent Coordinator Diane Castignani. Please also refer to answer number 13.

19. What language electives are offered to ELLs?

**Gifted and Talented ELLs are offered Spanish as an elective.**

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.)
  1. The goal of professional development is to enhance teachers' ability to use instructional strategies to support language acquisition and content area learning for ELLs. Activities will support pedagogical staff such as, Administration, ESL Teachers, Content Area Teachers, Guidance, Special Ed Teachers, Para Professionals, Psychologists, OT/PT therapist, speech, secretaries and parent coordinators, serving ELLs across academies. The professional development program is designed to build the capacity of teachers such as ESL and content area and implement coherent, effective instructional program for ELLs.

Topics will focus on the following:

    - Identifying and placement of ELLs in compliance with Part 154 Regulations
    - Eligibility of ELLs to take mandated tests
    - Using ESL strategies in all content area
    - Scaffolding strategies in the content area
    - Implementing a standard-based instructional program
    - Literacy development for ELLs using scaffolding model
    - Differentiated instruction for ELLs
    - Evaluating the weaknesses and progress of ELL students using a variety of assessment techniques.
    - Promotional policies for ELLs

Calendar dates are TBD
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?

Teachers of ELLs are offered professional development on Monday mornings when they work with content area teachers and ELA teachers. They attend professional development workshops provided by the UFT teacher center.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff are supported by leadership and guidance counselors. Leadership provides professional development and guidance counselors provide intervention/mentoring for the needs of the students therefore supporting the staff. Guidance counselors articulate with the ESL liaison in order to help meet the needs of the students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All staff members have are provided with 15% of their PD hours in ELL instruction during Monday morning Professional Development sessions and ENL teachers complete 50% of their PD hours in ELL instruction. Each teacher is provided with PD through pd with the UFT teacher center, the Network, and teacher led professional development workshops as well as workshops attended outside of the building. Attendance is taken by the Assistant Principal and teachers receive a certificate stating that they have completed the mandated hours of ELL training. All professional development records are kept with the Assistant Principal of Organization, Anthony DeBenedetto.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual individual meetings with parents of ELLs are scheduled with individual teachers. Teachers discuss goals of the program and language proficiency assessment results at the initial conference. Later in the year, teachers meet with parents to discuss their child's language development and progress as well as any specific needs in content areas. Interpretation and translation services are provided when needed in the parent's home language. Teachers also use Pupil Path to communicate with parents. Records are kept through attendance sheets for in person meeting, teacher phone logs for phone calls, and anecdotes on Pupil Path.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. (There was no field to respond to the previous question. Response to #2: Records are kept by the individual ENL teachers for annual individual meetings with ELL parents. Attendance records for Parent Teacher conferences are kept by School Secretary Debbie Grimley. Individual teacher outreach to parents is recorded by Individual teachers on Skedula.

In September parents of ELLs are invited to a meeting along with the Principal, Assistant Principal, ESL coordinator, ESL Teachers and the Parent coordinator. At this meeting parents are being informed about the instructional and supplemental programs for ELLs at McKinley. The Parent Coordinator reaches out to ELL parents to invite them to these specific events. In December the school offers a second meeting to ELL parents where they communicate students progress with ESL Teachers, Parent coordinator, ESL coordinator, Assistant Principal and the Principal. Open House for 6th graders, programs and policies are explained with the help of translators. Tour of the school. High School night, Guidance counselors explain and discuss high school choices, how to fill out an application, the dates and deadlines for submitting the applications. Representatives from various schools are present to introduce their programs and answer any questions parents may have. Translators are provided to assist the parents as well as the staff. To enhance an effective communication between ELL parents and the school community, all school/parent letters are translated.

Translators are hired for parent teacher conference nights and PTA meetings.

The ESL coordinator and the Assistant Principal/Director meet on a continuous basis. They collaborate and discuss ELL issues such as newcomers, placement of students, programming and strategies that will help our students to attain proficiency levels.

In addition, monthly meetings are held with the Assistant Principal, ESL coordinator and the ESL teachers. Here they plan/discuss new initiatives, programs, AIS for our students as well as collaborate for major celebrations in our school such as "Chinese New Year".

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have partnerships with The Beacon program, CUNY Creative Arts Team, 21st Century. All of these agencies offer workshops for our parents as well as ESL classes for the parents during PTA meetings. The parent involvement activities range from English Language workshops for parents - parent/child activity nights.

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

Parents needs are evaluated through parent survey and questionnaires sent home from the Parent Coordinator.

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

Parental involvement activities are addressed in collaboration with the outside agencies. Based on surveys sent out from the Parent Coordinator many Parent expressed the need/want for English Language classes for themselves and for workshops to help them understand their child's educational needs through out the year. Therefore we have created a Saturday workshop for parents to help them with the English language as we discuss curriculum, state testing, afterschool help, and the high school admissions process.

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **20K259** School Name: **IS 259**  
Superintendent: **K. Costantino**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

The methodologies used to assess language preferences of the parent community for both written and oral communication include: Home Language Identification Surveys, ATS reports, Student Emergency Contact cards (Blue Cards), and teacher –created surveys. As a result of these surveys we have identified that most parents share the same preferred languages which are Chinese, Spanish, and Arabic. There are a limited number of parents who prefer to be communicated with in other 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.

The preferred languages for both written and oral communication in our school are: Chinese, Spanish, and Arabic. There are a limited number of parents whose preferred languages are: Urdu, Albanian, and Russian.

## Part B: Creating a Communications Calendar

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

The Documents our school typically disseminates every year that require translation are:

- a. School Policy Handbook –September
- b. Newsletters and Calendars – Throughout the entire school year
- c. Parent-teacher conference announcements – September, November, March, and May
- d. After School Program Information – September and January
- e. New York State Testing Dates – As they are announced throughout the year
- f. Class Trip Parental Consent Forms – Throughout the entire school year
- g. Letters from School Leadership – Monthly
- h. PTA Meeting Announcements/Letters – Monthly

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.

The formal face-to-face meetings our school will typically have with parents throughout the school year are:

- a. Parent Teacher Conferences – September, November, March, and May
- b. PTA Meetings – Monthly
- c. ELA and Math Family Night – February and April
- d. Newcomers Welcome Meeting – September
- e. Anticipated Informal Interactions – Guidance Counselor, Nurse, and teacher phone calls home

## Part C: Providing Language Assistance Services

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

Written translation services will be provided to meet the identified translation needs of our school. Documents will be professionally translated by in-house school staff and will be printed on the back of the English Version. These documents will be distributed to parents in a timely fashion. All emails sent to parents through Pupil Path are automatically translated in the parent's preferred language. This translation service is provided by Pupil Path.

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:

- a. In School Staff – Teachers will provide oral interpretation services during the school day during their professional period and before school, after school/ and or during a Saturday program as a Per Session activity.
- b. An Outside Vendor – Legal Interpreting Services (LSI) will provide oral interpretation during Parent Teacher Conferences in September, November, March, and May.

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

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

Our school will ensure that all staff members are aware of how to use translation services and interpretation services by making school-wide announcements at faculty gatherings and via email. This year we will be scheduling a Professional Development Workshop on a Monday in December to inform staff of translation and interpretation services available.

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

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

##### Checklist of Notification Requirements

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

In order to fulfill parent notification requirements for translation and interpretation services, as per Section V11 of Chancellor's Regulation A-663 our school will provide parents with a copy of the Bill of Parent Rights and Responsibilities in each parents' preferred language. Our school will post a Multi-Lingual Welcome Poster at the entrance of our building indicating the availability of interpretation services in our building. Our school will use in-house staff for written translation and oral interpretation as well as an outside vendor –LSI, to meet the translation and interpretation needs of all parents' with a preferred language other than English.

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

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

Our school will use parent surveys to gather feedback from parents on the quality and availability of services.