

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

16K262

School Name:

P.S. 262 EL HAJJ MALIK EL SHABAZZ ELEMENTARY SCHOOL

Principal:

JOELETHA FERGUSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: EL HAJJ MALIK EL SHABAZZ School Number (DBN): 16K262
PK-8
Grades Served: _____
School Address: 500 Macon Street Brooklyn, NY 11233
718-453-0780 718-453-0679
Phone Number: _____ Fax: _____
School Contact Person: Joeletha Ferguson Email Address: jfergus@schools.nyc.gov
Principal: Joeletha Ferguson
Shalibra Frazier
UFT Chapter Leader: _____
Nequan McLean
Parents' Association President: _____
Nequan McLean
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jasmine Bennett
Student Representative(s): _____

District Information

District: 16 Superintendent: Evelyn Santiago
1010 Lafayette Avenue, Brooklyn, New York 11221
Superintendent's Office Address: _____
esantiago@schools.nyc.gov
Superintendent's Email Address: _____
718-574-2834 718-935-4467
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
131 Livingston Street, Brooklyn, NY
Director's Office Address: _____
Bfitzge2@schools.nyc.gov
Director's Email Address: _____

Phone Number: 718-935-3954

Fax: 718-935-2382

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
Joeletha Ferguson	*Principal or Designee	
Shalibra Frazier	*UFT Chapter Leader or Designee	
Nequan McLean	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jasmine Bennett	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Desiree Barter	Member/ CSA	
Deborah Greene	Member/ Staff	
Damilola Onilenla	Member/ Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tuana Belcher	Member/ Parent	
Stephanie Chavous	Member/ Parent	
Robert Featherstone	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS/IS 262 is located in historic Bedford Stuyvesant, Brooklyn. Our school currently educates 440 students. In 2010, we successfully wrote a proposal to the New York City's Panel for Educational Policy to expand our elementary school to include middle school (to grade 8). Our school is now comprised of Grades PK - 8. In June 2015, we graduated our third 8th Grade Class.

PS/IS 262's mission is to strive to increase collaboration between the school, home, and community in order to ensure each student is prepared to be lifelong learners in the 21st Century.

According to our 2013-2014 Quality Review Report, the school needs to improve:

- Focus on developing extensions into the curriculum with peer discussions across all classrooms in order to prepare all students with college and career readiness skills;
- Refine assessment data analysis to monitor student progress towards goals and adjust instructional decisions to maximize learning for all students.

In doing so, the school has incorporated:

1. In alignment with the Citywide Instructional Shifts, Danielson Framework, and the Common Core, the school community began to prepare to meet the higher standards and implement practices to move students towards meeting higher standards.
2. Established an environment that engages and challenges students in rigorous learning experiences.
3. Integrated our knowledge of Bloom's Taxonomy with Webb's Depth of Knowledge to analyze our instructional and assessment practices to move beyond basic comprehension and increase rigor.
4. We are defining what academic rigor looks like across classrooms, so:
 - We increased the text complexity practice and CLOSE reading strategies across classrooms by engaging in numerous professional development sessions via on-site and off-site presenters, group studies, webinars, and inter-visitations to deepen our instructional practice of analyzing text.
 - Teachers scaffold their lessons and use a rigorous approach to questioning.
 - Teachers consistently receive professional development in rigorous lessons to align their instructional practice to the common core - teaching what is relevant.
 - Teachers plan for what students should understand and be able to do by the end of learning the unit.
 - Students are now given more opportunities to apply their knowledge and make inferences based on what they are learning.
 - Students are now given more opportunities to apply their knowledge and make inferences based on what they are learning.
 - Students defend their claims and evidence.
 - At the conclusion cycle, students are able to demonstrate their learning.

- Teachers engage in Teacher Team Meetings and collaborative inquiry to look at student work assessments, analyze data and re-adjust instructional practices through differentiation.

5. We analyzed student progress and regressions on the 2014-2015 NYS Assessments (ELA and Math). We paid particular attention to sub-groups and their impact such as, students in the lowest third, English Language Learners (ELL's and Former ELL's), Students with Disabilities (SWD), and/or overage students/students who were previously held over.

6. Professional Development sessions are focused to develop core classroom practices, data analysis, and student learning outcomes.

7. Students are part of the goal-setting process. They set goals for themselves based on deficits identified on assessments and during conferencing with the teacher.

8. As a result of students and parents being a part of the process, students are able to articulate their understanding and misunderstandings; parents are better prepared to support their children at home or direct them to the appropriate resource.

9. We are moving toward a more student-centered, rigorous environment.

At PS/IS 262, we have created a safe environment and we have an effective system for addressing the social, emotional, and health needs of students from counseling, referrals to family/housing agencies, uniforms, school supplies, dental, optical, and personal hygiene items.

Students in Grades 6-8 have opportunities to discuss any social, academic and/or emotional needs (chess, "urban issues," Spanish, literacy - to name a few. This is critical to the social and academic development of the middle school child.

The school develops relationships with families, community partners, and providers in order to support students' academic progress. For families, we provide them with grade level newsletters, monthly workshops, notices which are backpacked, school telephone messenger service, school's website, monthly Principal's Chats, and Electronic messaging.

We:

- Promote and sponsor special events and programs, Family Night activities, monthly assemblies school-wide (performed by students/classes and outside agencies).

- Learning Leaders (parents) volunteer in classes weekly.
- Parent volunteers provide arts and gardening instruction to students.
- Annual Women's Conference (every March) promoting healthy choices, medical screening, health issues, and information for women in the community.
- Monthly "Donuts for Daddies" and Fathers, Bring your child to school Day (September) - fathers bring their children to school and remain for monthly topics and sharing of information for men (child support information, job/school referrals/information, issues related to men/fathers).
- Partnership with Brownstoners - Community organization that has adopted our school. Volunteers read to students in classes monthly and provide information to parents during Parent/Teacher conferences.
- Teachers use Remind and Class DOJO to inform parents about student's progress, upcoming assignments, missed assignments, and behavioral issues.
- Attendance is monitored closely and outreach is made daily.

Translators are available in alternative languages for families in need of translation.

16K262 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	471	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	N/A	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.8%	% Attendance Rate		91.2%
% Free Lunch	88.3%	% Reduced Lunch		4.8%
% Limited English Proficient	1.8%	% Students with Disabilities		19.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		86.7%
% Hispanic or Latino	11.5%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.9%	Average Teacher Absences (2013-14)		8.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	26.8%	Mathematics Performance at levels 3 & 4		16.7%
Science Performance at levels 3 & 4 (4th Grade)	95.3%	Science Performance at levels 3 & 4 (8th Grade)		50.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

- *School leaders ensure an articulated vision is understood and shared across the school community;*
- *Ensure instructional outcomes, strategies, and learning activities are aligned to the Common Core Standards;*
- *Instruction is data driven, based on NYS exams, MoSL and classroom assessments;*
- *Teachers engage in collaborative reflection and inquiry across grade levels;*
- *Collegial walkthroughs within the school building and outside of the school building;*
- *Teacher Teams;*
- *Principal Chats to inform parents, encourage partnerships with community at large;*
- *Analyze results of school survey;*

Implement school improvement plan based on student achievement results of 2014-2015 School Quality Snapshot and NYC Survey.

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.

Teachers will use CCLS; appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information to support an increase in student achievement by 1% as indicated on assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><i>By September 2015, the Principal will establish non-negotiables for the instructional staff regarding instructional practices.</i></p> <p><i>The core instruction programs are: Harcourt Trophies (literacy) and Go Math for grades K-5; for grades 6-8 is Harcourt (literacy) and Glencoe (math). Professional Development Mondays are devoted to providing teachers with the necessary skills to create high-performing collaborative teams. These skills will include understanding the instructional shifts, higher-order thinking questions; development of CCLS aligned lesson plans, development of high quality assessments and analyzing data to inform instructional decisions.</i></p>	<p><i>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, SLT, and parents</i></p>	<p><i>September 2015 – May 2016</i></p>	<p><i>Brooklyn Network coordinators, Principal, Assistant Principal, Instructional Lead Teachers, Department Team Leads, Guidance Counselors, Social Worker, SETTS teacher, and SASF</i></p>
<p><i>Our professional development focus on differentiated instruction that adapts the curriculum to individual learning needs, and quality questioning strategies as well as teaching to individual student learning levels to better meet the needs of all students. Intervention will be inclusive of a push in/pull out model. Students will engage in software programs tailored to their individual learning needs and intensive support is built into the school schedule to create flex-time and study hall.</i></p>	<p><i>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, SLT, and parents</i></p>	<p><i>September 2015 – May 2016</i></p>	<p><i>Brooklyn Network coordinators, Principal, Assistant Principal, Instructional Lead Teachers, Department Team Leads, Guidance Counselors, Social Worker, SETTS teacher, and SASF</i></p>
<p><i>Our PTA and SLT share our quest for excellence and we view our parents as an integral part of our school progress. A calendar is published and backpacked each month. Twice a month, the teachers and staff prepare materials to share</i></p>	<p><i>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, SLT, and parents</i></p>	<p><i>September 2015 – May 2016</i></p>	<p><i>Brooklyn Network coordinators, Principal, Assistant Principal, Instructional Lead Teachers, Department Team Leads,</i></p>

<p><i>with parents regarding school/grade/class expectations, goal setting, and progress towards reaching the learning targets and goals. We have Family Math and Literacy Nights facilitated by on-site instructional lead teachers. Parents are encouraged to visit classes to learn more about how we teach reading and math. Teachers also communicate with parents via Grade level newsletters, calendars, Class Dojo, Learn boost, and Progress Reports are sent home quarterly. In addition, parents are encouraged to visit our school's website for up-to-date information regarding upcoming events. Information is also shared via PTA meetings, Principal's Chat's, and Parent workshops.</i></p>			<p>Guidance Counselors, Social Worker, SETTS teacher, and SASF</p>
<p><i>At PS/IS 262, you will find mutual respect, a myriad of academic programs and a group of dedicated stakeholders. Teachers and Parents are involved in the decision-making process: Parents via the School Leadership Team and teachers through the Principal's Core Instructional Team membership. The school shares data in a way that promotes dialogue among parents and students centered on student learning and success; the school encourages and empowers families to understand and use data to advocate appropriate support services for their children. Parents are informed of online resources such as EngageNY.org. Teachers are an integral part of the PTA and routinely provide parent informational resources during the PTA meetings.</i></p>	<p>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, SLT, and parents</p>	<p>September 2015 – May 2016</p>	<p>Brooklyn Network coordinators, Principal, Assistant Principal, Instructional Lead Teachers, Department Team Leads, Guidance Counselors, Social Worker, SETTS teacher, and SASF</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p><i>Professional Development is embedded in the staff's professional work day [Mondays]; information is shared during Lunch and Learns/Chat and Chews; Parent Engagement activities are scheduled [weekly]; Administrators, Instructional Leads, Mentors will visit classes and provide timely, action-oriented feedback to the teachers; substitute teachers and ATR's provide coverage; costs for supplemental compensation as the collective bargaining agreements. Outside community agencies are brought in for supportive assistance [mental health and counseling].</i></p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>	<p>X</p>	<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>		<p>Other</p>

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.

Teachers identify students who are at risk academically and adjust instructional strategies to better meet these students' needs. Students are referred to the Pupil Personnel and SIT Team who meet monthly to discuss student progress. Teams decide which social and emotional support(s) that are needed and provide support accordingly. Families are referred to agencies for additional support [counseling, mental health, etc.]

Initial programming: September/October 2015

Mid-Year Review: January/February 2016

Summative Review: April/May 2016

Mid-Year Review: March 2016 - Pupil Personnel and SIT Teams have identified students in need of supports (academically and socially) to help them succeed. Students and families were referred to Agencies and additional supports are provided via After School academic programs and Super Saturdays classes.

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.

Our 2015 K-8 School Quality Snapshot under 50% of students felt supported, challenged, and interested in school. Major trends indicated that students were lacking mathematical foundational skills as well as insufficient social/emotional outlets:

- ***We acquired new teachers in grades 6-8 firmly grounded in the content areas;***
- ***Students are invited to Study Hall;***
- ***Homework Help tutorials sessions;***
- ***Peer to peer tutoring;***
- ***Intervention software;***
- ***Anti-bullying and character assemblies;***
- ***Pairing of students with Mentor groups/organizations;***
- ***Student Government;***
- ***Leadership Clubs;***

Education is extended outside of the building through trips and partnerships.

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.

Beginning in September 2015, the school will articulate and systematically promote a vision for social and emotional development health that is aligned to the CCLS that provides learning experiences and a safe and healthy school environment for families, teachers, and students. 100% of teachers and staff will effectively utilize time allocated in the school schedule for pro-social skills development to promote school’s vision and expectations. Teachers and staff will provide social skills instruction to actively engage students in the educational process and address problematic situations in a positive/proactive manner.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><i>Our daily curriculum includes activities to enhance student learning. We have SMART Boards, laptops, desktops, and iPad technologies in every classroom. Teachers use academic enrichment not only to enhance student learning, but also to help students who need extra support in reading and math. Our teachers work collaboratively to develop highly engaging lesson plans designed to encourage all students to learn and achieve at high levels. Student leaders are cultivated and participate in Student Government, Student Choice, and student-centered learning. Critical and creative problem solving are also emphasized in all areas of the curriculum.</i></p>	<p>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, and parents</p>	<p>September 2015 - June 2016</p>	<p>Borough coordinators, Principal, Assistant Principal, Teachers, Guidance Counselors, SBST, SIT Pupil Personnel, Service Providers, and community agencies</p>
<p><i>Establishment of Learning Lab which have one-on-one monitoring and support. Imagine Learning and Fast Forward software provides more intensive support for students who experience difficulty in reading. We make use of Study Island which is a web-based reading and math program to support the CCLS. Lastly, instructional lead teachers meet weekly to discuss ways to help teachers make fundamental changes in their pedagogy.</i></p>	<p>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, and parents</p>	<p>September 2015 - June 2016</p>	<p>Borough coordinators, Principal, Assistant Principal, Teachers, Guidance Counselors, SBST, SIT Pupil Personnel, Service Providers, and community agencies</p>
<p><i>Twice a month, the teachers and staff prepare materials to share with parents regarding school/grade/class expectations, goal setting, and progress towards reaching the learning targets and goals. We have Family Math and Literacy Nights facilitated by on-site instructional lead teachers. Teachers also communicate with parents via Class Dojo, Learnboost.com, and Progress Reports are sent home quarterly. In addition, parents are encouraged to visit our school's website for up-to-</i></p>	<p>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, and parents</p>	<p>September 2015 - June 2016</p>	<p>Borough coordinators, Principal, Assistant Principal, Teachers, Guidance Counselors, SBST, SIT Pupil Personnel, Service Providers, and community agencies</p>

<p><i>date information regarding upcoming events. Information is also shared via PTA meetings, Principal's Chat's, and Parent workshops. Workshops range from Homework assistance, Literacy, Math, CCLS, and grade level information for student achievement. The school shares data in a way that promotes dialogue among parents and students centered on student learning and success; the school encourages and empowers families to understand and use data to advocate appropriate support services for their children.</i></p>			
<p>Students participate in monthly activities:</p> <ul style="list-style-type: none"> • <i>Basketball games (girls and boys; Parents/Teachers vs. Students)</i> • <i>Teen Thursdays program with Weeksville</i> • <i>After school program – partner with SASF</i> • <i>Leadership Club</i> • <i>Student Government</i> • <i>Girls Scouts</i> • <i>Girls Mentoring Program</i> • <i>Grow to Learn Gardening program</i> • <i>Assembly program</i> • <i>COMPOST program</i> <p>Community partnership/read ins with The Brownstoners</p>	<p><i>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, and parents</i></p>	<p>September 2015 - June 2016</p>	<p><i>Borough coordinators, Principal, Assistant Principal, Teachers, Guidance Counselors, SBST, SIT Pupil Personnel, Service Providers, and community agencies</i></p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p><i>Professional Development is embedded in the staff's professional work day [Mondays]; information is shared during Lunch and Learns/Chat and Chews; Parent Engagement activities are scheduled [monthly]; Administrators, Instructional Leads, Mentors will visit classes and provide timely, action-oriented feedback to the teachers; substitute teachers and ATR's provide coverage; costs for supplemental compensation as the collective bargaining agreements. Outside community agencies are brought in for supportive assistance [mental health and counseling].</i></p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p><i>Teachers identify students who are at risk academically and adjust instructional strategies to better meet these students' needs. Students are referred to the Pupil Personnel and SIT Team who meet monthly to discuss student</i></p>

progress. Teams decide which social and emotional support(s) that are needed and provide support accordingly. Families are referred to agencies for additional support [counseling, mental health, etc.]

Initial programming: September/October 2015

Mid-Year Review: January/February 2016

Summative Review: April/May 2016

Students were identified and referred to Agencies; additional supports are provided via academic programs After School and Super Saturdays programming.

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.

Cross curricular conversations across grades and subjects are needed to plan effectively for student achievement as well as vertical and horizontal alignment. Teams comprised of Administrators, teachers, Guidance Counselors, SBST, and Service Providers meet regularly to discuss data trends. This is crucial to determining students’ strengths and weaknesses. This is based on the CCLS and performance based assessments students have to complete.

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, 100% of the teacher teams will utilize the collaborative teacher team inquiry model for the development of performance-based assessments aligned to the CCLS and CIE, as evidenced by student work, learning tasks, students’ goals, and student achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><i>Beginning in October 2015, teams will plan and organize for team work. From October 2015 – May 2016, teams will attend professional development sessions within and outside of the school building – including Showcase Schools. Teachers will be guided to set norms for group productivity and implement team goals. Common planning time is scheduled into the instructional day(s). As part of the weekly professional development sessions, teachers report findings; professional books of the team’s choosing are provided; Administrators and instructional leads model professional discourse, engage teacher teams as they examine student work and data, define instructional strategies and set goals for implementation. Student progress will be monitored with common assessments. Teachers will revise and repeat the inquiry cycle. Teachers will work on developing personalized learning plans and setting and monitoring both short and long-term goals for individual students. Teachers will continue to set professional learning goals to improve teacher practice. Using the collaborative inquiry cycle process, teachers will continue to develop skills in organizing and analyzing data effectively to facilitate teaching and learning using formative and summative assessments.</i></p>	<p><i>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, and parents</i></p>	<p><i>September 2015 – May 2016</i></p>	<p><i>Borough coordinators, Principal, Assistant Principal, Instructional Lead Teachers, Department Team Leads</i></p>
<p><i>Teachers employ differentiated instruction that adapts the curriculum to individual learning needs, and quality questioning strategies as well as teaching to individual student learning levels to better meet the needs of all students.</i></p>	<p><i>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, and parents</i></p>	<p><i>September 2015 – May 2016</i></p>	<p><i>Borough coordinators, Principal, Assistant Principal, Instructional Lead Teachers, Department Team Leads</i></p>
<p><i>Twice a month, the teachers and staff prepare materials to share with parents regarding school/grade/class expectations, goal setting, and progress towards reaching the learning targets and goals. We have Family Math and Literacy Nights</i></p>	<p><i>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, and parents</i></p>	<p><i>September 2015 – May 2016</i></p>	<p><i>Borough coordinators, Principal, Assistant Principal, Instructional Lead Teachers, Department Team Leads</i></p>

<i>facilitated by on-site instructional lead teachers. Teachers also communicate with parents via Class Dojo, Learnboost.org, and Progress Reports are sent home quarterly. In addition, parents are encouraged to visit our school's website for up-to-date information regarding upcoming events.</i>			
<i>Information is also shared via PTA meetings, Principal's Chat's, and Parent workshops. Workshops range from Homework assistance, Literacy, Math, CCLS, and grade level information for student achievement.</i>	<i>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, and parents</i>	<i>September 2015 – May 2016</i>	<i>Borough coordinators, Principal, Assistant Principal, Instructional Lead Teachers, Department Team Leads</i>

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.											
<i>Professional Development is embedded in the staff's professional work day [Mondays]; information is shared during Lunch and Learns/Chat and Chews; Parent Engagement activities are scheduled [monthly]; Administrators, Instructional Leads, Mentors will visit classes and provide timely, action-oriented feedback to the teachers; substitute teachers and ATR's provide coverage; costs for supplemental compensation as the collective bargaining agreements. Outside community agencies are brought in for supportive assistance [mental health and counseling].</i>											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<i>Teacher Teams will meet weekly. Goals will be established and re-established as instructional factors arise.</i>
<i>Benchmark Goals – September/October 2015</i>
<i>Mid-year Goals – January/February 2016</i>
<i>End of year goals – April/May 2016</i>
We have begun to engage in additional Parent Informational Chats and to include topics of Parents Choices as they relate to Parent Engagement Tuesdays to increase the level of parent engagement. Professional Development sessions include topics from Teachers' Needs Assessments as well.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Administrators:

- ***The Administrators have provided time for collaboration in the daily schedule for Teacher Teams;***
- ***Conduct one-to-one meetings;***
- ***Allow time for mentoring;***
- ***Schedule inter-visitations;***
- ***Provide opportunities for collegial walkthroughs;***
- ***Teachers were given an Needs Survey;***
- ***Communication via email highlighting best practices daily;***
- ***Teachers are made aware of instructional decisions – supported by the SLT;***

Staff is engaged in the four (4) critical questions of a Professional Learning Community: What do we want students to learn?; How would we know if they have learned it?; What will we do if they don’t learn it?; What do we do if they already know it?

Part 2 – Annual Goal

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

Beginning in September 2015 and continuing throughout the school year, the Principal will communicate the vision and expectations within the school building and emphasize the vision with parents by sharing the goals and targets. The Principal will also provide opportunities for quality professional development sessions that are relevant and differentiated. The Principal will ensure that effective collaboration takes place. Administrators will conduct surveys and use observations to determine which topics are appropriate for professional development.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><i>A year-long professional development schedule with targeted and differentiated support for implementation of the CCLS, deliverable through a variety of venues – using job-embedded time during the day as the main forum for delivery. Clear expectations and the components expected for Effective teaching practices, as identified in the Teacher Effectiveness (ADVANCE). The vision, goals, targets, and achievements will also be communicated. Vertical grade level teams will meet monthly to map CCLS, align curriculum, apply Depths of Knowledge (DOK) instructional practices, identify research based teaching strategies, identify appropriate resources, and to support teacher implementation. The topics selected will meet the identified needs of the school. After the needs have been determined which practices are effective, the information should be shared with teachers to ensure the strategies are incorporated in their teaching practices. Meanwhile on-going professional development and monitoring of teacher implementation will continue. Administrators will provide explicit feedback to individual teachers to improve teaching and learning. Differentiated supports to modify teacher practices to improve student achievement within the existing structures of walkthroughs observations will be established. Administrators will monitor the use and implementation of higher-order thinking questions within the classroom that create greater engagement/student inquiry and classroom activities. Purposefully designed lessons support this level of rigor; results will be discussed school-wide.</i></p>	<p>Vertical grade level teams, Teachers, Administration</p>	<p>09-15 to 06-16</p>	<p>School Administration</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.

Professional Development is embedded in the staff’s professional work day [Mondays]; information is shared during Lunch and Learns/Chat and Chews; Parent Engagement activities are scheduled [monthly]; Administrators, Instructional Leads, Mentors will visit classes and provide timely, action-oriented feedback to the teachers; substitute teachers and ATR’s provide coverage; costs for supplemental compensation as the collective bargaining agreements

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

	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st 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.

Clear expectations and the components expected for Effective teaching practices, as identified in the Teacher Effectiveness (ADVANCE). The vision, goals, targets, and achievements will also be communicated and revisited as necessary. Vertical grade level teams will meet monthly to map CCLS, align curriculum, apply Depths of Knowledge (DOK) instructional practices, identify research based teaching strategies, identify appropriate resources, and to support teacher implementation. The topics selected will meet the identified needs of the school. After the needs have been determined which practices are effective, the information should be shared with teachers to ensure the strategies are incorporated in their teaching practices. Meanwhile on-going professional development and monitoring of teacher implementation will continue. Administrators will provide explicit feedback to individual teachers to improve teaching and learning. Differentiated supports to modify teacher practices to improve student achievement within the existing structures of walkthroughs observations will be established. Administrators will monitor the use and implementation of higher-order thinking questions within the classroom that create greater engagement/student inquiry and classroom activities. Purposefully designed lessons support this level of rigor; results will be discussed school-wide.

5B: Progress Monitoring: During instructional walkthroughs. Administrators communicate expectations and revisit as necessary to ensure implementation.

2016 Quality Review data is used as well.

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.

Students and families will feel more connected to school as evidenced by improved attendance, achievement, and involvement in extracurricular activities and decreased disciplinary referrals

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, 100% of the teachers will have participated in focused activities to increase positive relationships with student families and members of the community.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><i>Parents will be provided with the Parent Compact and printed information for on homework policies and on monitoring and supporting student work at home. Communication between the school and</i></p>	<p><i>Administrators, Instructional Leads, Mentor Teachers,</i></p>	<p>September 2015 - May 2016</p>	<p><i>Borough coordinators, Principal, Assistant Principal, Instructional</i></p>

<p><i>parents occur via the automated telephone call service, electronic messaging boards, calendars, newsletters, school website, Class Dojo, Learnboost.org, progress reports, and during parent/teacher meetings/conferences.</i></p> <p><i>School will clearly communicate school policies to all families in their home language. The school will strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.</i></p> <ul style="list-style-type: none"> • <i>School will clearly communicate school policies to all families in their home language. The school will strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.</i> • <i>Consistent messages in newsletters that the school values the</i> • <i>Being told that parents are welcome at school assemblies</i> • <i>Community events like Family Game Nights</i> • <i>Parent Engagement Activities every Tuesday</i> • <i>Teachers welcoming parents in the classroom</i> • <i>A range of ways parents can volunteer in the classroom or the rest of the school through the Learning Leaders Program</i> • <i>Parental feedback being sought on a range of issues through PTA and SLT</i> • <i>Electronic messaging boards</i> • <i>Calendars</i> 	<p><i>Teachers, students, and parents</i></p>		<p><i>Lead Teachers, Department Team Leads</i></p>
<p><i>A directory of community resources and activities that link to student learning skills and talents, including summer programs for students will be shared. The school will also offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level and provide ways for families to support the expectations and learning at home. Through school-community partnerships, facilitate families' access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children's education.</i></p>	<p><i>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, and parents</i></p>	<p>September 2015 - May 2016</p>	<p><i>Borough coordinators, Principal, Assistant Principal, Instructional Lead Teachers, Department Team Leads</i></p>
<p><i>School will provide workshops and materials for parents on typical development and appropriate parent and school expectations for various age groups. School will also offer suggestions for parents on home conditions that support learning at each grade level. School will partner with local agencies to provide regular parenting workshops on nutrition,</i></p>	<p><i>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, and parents</i></p>	<p>September 2015 - May 2016</p>	<p><i>Borough coordinators, Principal, Assistant Principal, Instructional Lead Teachers, Department Team Leads</i></p>

<p><i>family recreation or communication; and provide training and materials for parents on how to improve children’s study skills or learning in various academic subjects. Teachers will make regular homework assignments that require students to discuss with their families what they are learning in class. A directory of community resources and activities that link to student learning skills and talents, including summer programs for students will be shared. The school will also offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level and provide ways for families to support the expectations and learning at home. Parents participate on the School Leadership Team. PTA official board will conduct a survey of parents to identify volunteer interests, talents and availability, matching these resources to school programs and staff-support needs. Through school-community partnerships, facilitate families’ access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children’s education. Students and families will be connected to service-learning projects in the community</i></p>			
<p><i>Progress will be shared among all stakeholders – including parents. Successes will be celebrated. Parents will be invited to monthly assembly programs, Family Nights {ELA and Math, PTA meetings, Parent/Teacher conferences, monthly parent engagement activities, and Parent workshops}</i></p>	<p>Administrators, Instructional Leads, Mentor Teachers, Teachers, students, and parents</p>	<p>September 2015 - May 2016</p>	<p>Borough coordinators, Principal, Assistant Principal, Instructional Lead Teachers, Department Team Leads</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p><i>Professional Development is embedded in the staff’s professional work day [Mondays]; information is shared during Lunch and Learns/Chat and Chews; Parent Engagement activities are scheduled [monthly]; Administrators, Instructional Leads, Mentors will visit classes and provide timely, action-oriented feedback to the teachers; substitute teachers and ATR’s provide coverage; costs for supplemental compensation as the collective bargaining agreements.</i></p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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Progress will be shared among all stakeholders – including parents. Successes will be celebrated. Parents will be invited to monthly assembly programs, Family Nights {ELA and Math, PTA meetings, Parent/Teacher conferences, monthly parent engagement activities, and Parent workshops.

Information will be shared monthly, however, critical checkpoints are:

- *Beginning share point: September 2015*
- *Mid-Year Review: January 2016*

End Year Review: May 2016

Progress is shared via Parent Teacher Conferences and Parent Engagement Tuesdays.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<i>Students' need for AIS services are determined by the NYS ELA assessment scores, teacher assessment(s), ELL, and/or holdover status</i>	<i>Intervention in ELA is provided during our AIS periods; and during small group instruction within class instruction within class instructional time. The ELA CCLS aligned program is Harcourt Journeys (K-5) and Collections (6-8)</i>	<i>AIS Services are provided through small group instructional groups</i>	<i>AIS Services are provided within the instructional school day</i>
Mathematics	<i>Students' need for AIS services are determined by the NYS Math assessment scores, teacher assessment(s) and holdover status</i>	<i>Intervention in Math is provided during our AIS periods; and small group instruction within class instructional time. The Math CCLS aligned program is Harcourt's Go Math (K-5) and Glencoe (6-8)</i>	<i>AIS Services are provided through small group instructional groups</i>	<i>AIS Services are provided within the instructional day</i>
Science	<i>Students' need for AIS services are determined by the NYS Science (Gr.4) assessment scores, teacher assessment(s) and holdover status</i>	<i>The Harcourt Core Science program is used as students are instructed in the Life, Earth, and Physical Sciences. During the Science instructional periods, students explore the Scientific Method where investigation, experimentation, and interpretations facilitate conclusions and further inquiries.</i>	<i>AIS Services are provided through small group instructional groups</i>	<i>AIS Services are provided within the instructional school day</i>

		<i>We also have Enrichment Science Specialists to provide additional hands-on instruction</i>		
Social Studies	<i>Students' need for AIS services are determined by teacher assessment(s) and holdover status</i>	<i>The Harcourt Social Studies program is used for students providing students instruction to develop critical thinking and research skills. We have a Social Studies (Humanities) teacher for students in Grades 6-8 to provide class instruction to students.</i>	<i>AIS Services are provided through small group instructional groups</i>	<i>AIS Services are provided within the instructional school day</i>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<i>Students will receive counseling first by their mandate (if any) and upon the counselor's schedules. The counselor will have to make available 30 minutes 2-3 days a week for at-risk counseling. PPC/SIT Teams will meet to discuss continuation of services or recommendation of services inside the school or to connected/partner agencies</i>	<i>Counseling is provided by the Guidance Counselors, School Psychologist, and Social Worker (SBST). Additionally, the SBST holds weekly conferences with teachers to develop appropriate goals and services for students. Peer mediation, weekly PPC/SIT team meetings and parent workshops are also incorporated to provide intervention services to at-risk students</i>	<i>At-risk counseling is provided through small group and/or individual sessions</i>	<i>Services are provided within the instructional day</i>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<i>Teachers will be invited to participate in Professional Development sessions in-house and outside of the school building. Teachers are also paired with in-house mentors who meet regularly to ensure quality support and engagement. Teachers will also have the opportunity to inter-visit classes within the school building. Whenever necessary, teachers will visit schools outside of the school building for professional development.</i>

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).
<i>All staff will be invited to participate in Professional Development sessions in-house and outside of the school building. Teachers are also paired with in-house mentors who meet regularly to ensure quality support and engagement. Teachers will also have the opportunity to inter-visit classes within the school building. Whenever necessary, staff members will visit schools outside of the school building for professional development.</i>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<p>Parent Involvement includes:</p> <ul style="list-style-type: none"> • <i>Parent meetings/workshops to inform parents of new curricula;</i> • <i>Parents are invited to escort preschoolers to class in the morning and prepare them for the instructional day;</i> <p><i>Open House for incoming preschoolers</i></p>

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.
<p>Instructional Team participate in the selection of appropriate assessments through:</p> <ul style="list-style-type: none"> • <i>Teacher surveys/needs assessments;</i> • <i>Student data results/trends</i>

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	387,201.00	X	Section 5; Part 4B
Title II, Part A	Federal	125,430.00	X	Section 5; Part 4B

Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,660,188.00	X	Section 5: Part 4B

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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 00	Borough select one	School Number 000
School Name type here		

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 type here	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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		Number of certified bilingual teachers not 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 not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

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

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?**Paste response to questions here:**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here:
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?**Paste response to questions here:**

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

Paste response to question here:

Part IV: ELL Identification Process

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

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here:

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here:

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Paste response to questions here:
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Paste response to questions here:
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Paste response here:
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status**Paste response to questions here:**
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
Paste response to questions here:
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?
Paste response to question here:
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Paste response to question here:

Chart

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

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

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

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



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

Chart

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

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

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

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

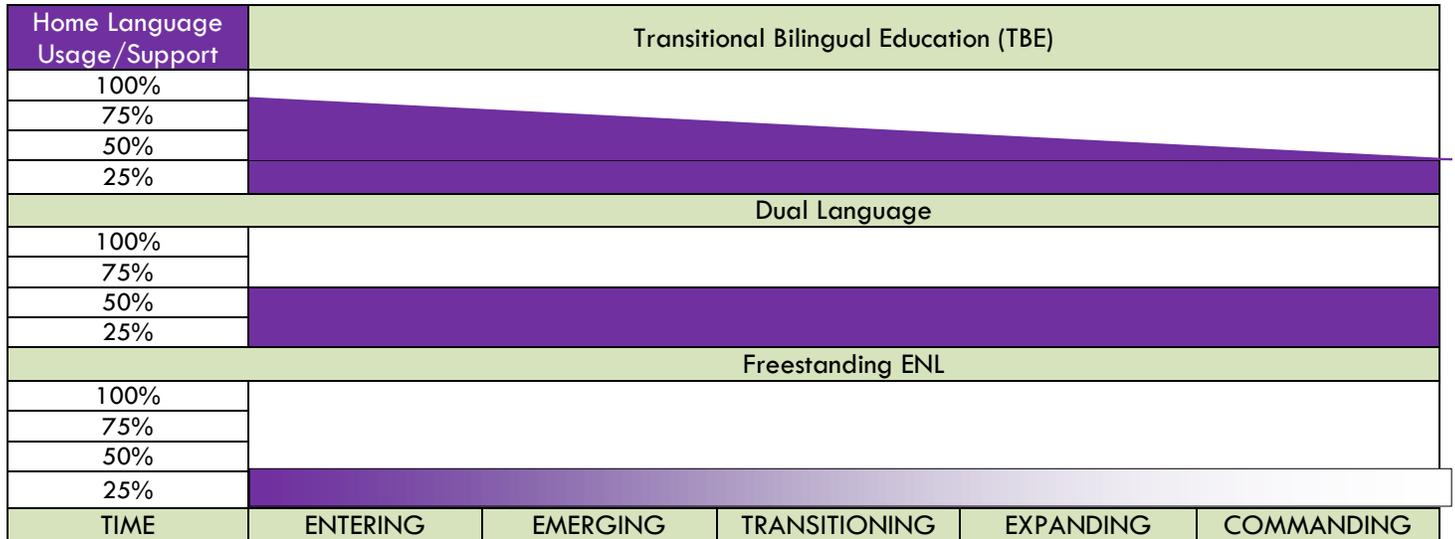


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here:
19. What language electives are offered to ELLs?
Paste response to question here:
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here:
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?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

Paste response to question here:

C. Parental Involvement

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

Paste response to question here:

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.

Paste response here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **16K262** School Name: **EL HA**
Superintendent: **Evelyn Santiago**

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) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

P.S./I.S. 262 determines the primary language spoken by each parent through informal interviews/conversations and by looking at the information he/she provided in the "ethnicity form" during his/her child's registration. The primary source of this information however, is the Home Language Identification Survey (HLIS) which is reviewed by the ELL Coordinator of the school in collaboration with the school pupil accounting secretary. If the language spoken by the parent is Spanish our bilingual ELL coordinator, Spanish Foreign Language teacher or bilingual Paraprofessional will translate for Spanish speaking parents. For other low incident languages such as Arabic, Bengali, etc. the school secretary, assistant principal, ELL coordinator, parent coordinator or Language Access coordinator will contact the Translation and Interpretation unit to request an over the phone translator for these parents. The school's pupil accounting secretary records and maintains this information in each student's cumulative folder (copies of the HLIS and the ATS generated notice of admission –QADM) and also the school's file of emergency cards for each class.

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.

Parents' preferred languages for both written and oral communication are English, Spanish, and Arabic.

Part B: Creating a Communications Calendar

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

School calendar, Curriculum Night, Parent-Teacher conferences, PTA meetings, Breakfasts with the Principal, After School Programs.

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.

Curriculum Night - September
Parent-Teacher Conferences - November, March
Promotion in Doubt Meetings - January, February
Guidance Counselor reaching out to parents regarding the Middle School Application

Part C: Providing Language Assistance Services

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

P.S./I.S. 262 uses translated documents available on the Department Of Education Intranet. Translated language versions of these documents are then printed and given or sent home to parents together with the English version, so they can be informed of their choices/options. Documents that are not available in Spanish are translated by the bilingual ELL Coordinator. As the need arises, other written translation services are referred to the Translation and Interpretation Unit and or a DOE's contracted vendor directly. Monthly schedule of activities involving parent participation is sent to parents with translations in Spanish. The parent coordinator does this regularly, especially with activities engaging the parents with the principal in school matters that are important to the whole school community. The school also provides available translated documents for parents and forms especially during important occasions like parent-teacher conferences and other school meetings.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our Spanish bilingual ELL Teacher/Coordinator, Spanish Foreign Language teacher, and/or bilingual paraprofessional will provide translation for Spanish speaking parents. For other low incidence languages the Translation and Interpretation unit will be contacted to request over the phone interpretation.

Part D: Training Staff on Policies and Procedures

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

At the beginning of every school year all staff members are informed of the availability of over-the-phone Translation and Interpretation services from the Translation and Interpretation Unit and how these services can be accessed. They are also informed that they can request the assistance of the Language Access Coordinator, School Secretary, Assistant Principal, Parent Coordinator to facilitate contacting the Translation and Interpretation Unit.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Welcome Poster is placed on a prominent location where it will be visible to all visitors that come inside the school building. Parents will be provided the Parents' Bill of Rights and the Parents' Guide to Language Access. For any parent that indicates the need of translation services on the Language ID Guide the Translation and Interpretation Unit will be contacted starting with the security officer at the security desk, personnel in the main office, the Parent Coordinator, the Language Access Coordinator

Part F: Monitoring and Quality Control

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

The school will review the responses provided by the parents on the parent surveys to determine if any adjustments or changes need to be made to our procedures to provide Translation and Interpretation Services to parents.