

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

22K278

School Name:

J.H.S. 278 MARINE PARK

Principal:

DEBRA GAROFALO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: IS 278, Marine Park Junior High school School Number (DBN): 22K278
Grades Served: 6, 7, and 8
School Address: 1925 Stuart Street Brooklyn, NY 11229
Phone Number: 718 375-3523 Fax: 718 998-7324
School Contact Person: Jodi DeGrotta Email Address: JDegrot@schools.nyc.gov
Principal: Debra Garofalo
UFT Chapter Leader: Carrie Fullard
Parents' Association President: _____
SLT Chairperson: Emanda Heyman
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, NY 11234
Superintendent's Email Address: jbove@schools.nyc.gov
Phone Number: 718) 968-6115 Fax: (718) 968 – 6252

Borough Field Support Center (BFSC)

BFSC: Team 5 Director: _____
Director's Office Address: 415 89th Street Brooklyn, NY 11209
Director's Email Address: _____
Phone Number: 718 758-4872 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
Debra Garofalo	*Principal or Designee	
B. Feinman	*UFT Chapter Leader or Designee	
M. Boland	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
E. Heyman	Member/ Teacher /UFT	
F. DiFranco	Member/ Assistant Principal/CSA	
J. DeGrotta	Member/ Assistant Principal/CSA	
M. Rothman	Member/ Teacher /UFT	
J. Giacobello	Member/ Parent	
J. Long	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
J. Kirsher	Member/ Parent	
B. Davis	Member/ Parent	
C. Mohashed	Member/ Parent	
C. Bennet	Member/ Parent	
Carrie Fullard	Member/ Teacher /UFT	
	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.

Marine Park is an intermediate school with 1004 students from 6 through grade 8. The school population comprises 46% Black, 18% Hispanic, 27% White, 7% Asian students, and 2% other. The student body includes 6.2% English language learners and 18% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2014-2015 to date is 94.27%.

The staff at Intermediate School 278 works diligently to ensure student achievement. Referencing the Danielson Framework, the teachers take ownership of their professional responsibilities and professional learning needs through participation in the UFT embedded professional development, lunch and learns, common planning periods, and the sharing of best practices. Classroom tasks have become more rigorous within each unit. Teacher teams consistently use data from the assessments to drive instruction, change lessons and create and enhance curriculum aligned to the common core. Skills, such as annotating through note-taking, highlighting, and citing textual evidence, are embedded within lessons across grades and subjects. Teachers along with administration work on units of study and lesson plans which include multiple access points for all students. The staff is constantly and continually adjusting curriculum based on data, needs assessment, and the self-reflection of students, teachers and administrators. Across the school, teachers use common assessments to track students' progress across grades and subjects and consistently provide students with specific next steps, scoring with school created rubrics, using Student Work Assessment Pieces, known as SWAPS, on all draft and published works. The school community believes that all children can and will achieve their potential and become productive, literate, responsible citizens. Teachers have developed a rigorous program aligned to the New York State Common Core Standards. The school community developed a program of collaborative, coherent instruction which includes working in teams, with parents and the community to provide intensive instruction and enrichment in every area for all our students. This enables all students to be prepared for High School and beyond.

The schools mission statement is that Marine Park Intermediate School 278 is a school where students, faculty and parents work cooperatively to achieve excellence in an atmosphere which embraces all learning styles and abilities. We believe that all youngsters are capable of achieving success to become lifelong learners. Our school has many structures in place that align to our focus. This year, the principal has launched a round table which allows parent representatives from each class to be involved in the educational, social and emotional decisions of their grade and school. The principal has also initiated a Student Council in which each class is represented during a monthly meeting. This meeting includes discussion regarding citizenship and addressing the needs of the students. The school has an award winning performing arts program. More than 400 students are involved in this successful program. Our instrumental music and vocal students participate in NYSSMA, New York State Music Association adjudication annually. Our school also partners with Inside Broadway in order for our teachers and students to receive training by professional Broadway staff. This partnership leads to two annual theatrical performances, one of which is a dramatic production of a novel or play which our students read in English; the other is a Broadway musical which involves many students from multiple departments such as theatre, fine arts, music and technology. Students create scenery, costumes, playbills, and tee shirts, and coordinate all behind the stage work.

School involvement in philanthropic endeavors such as Penny Harvest, Breast Cancer Awareness, Making Strides Breast Cancer Walk, Toys for Tots, Saint Jude's Children Hospital and Relay for Life has become a successful driving force of achievement. This success is due to outstanding and gratifying support by staff and students. Students work harder to achieve greater results because of this sense of pride, commitment and integrity.

The strengths of the IS 278 derive from the continuity throughout the school on the implementation of the Common Core Standards in all subject areas, protocols, grading systems, strategies, and communication with parents through

PupilPath, school-websites, email and progress reports. Our goal for our students is to become critical thinkers and problem solvers as part of our commitment to high school/college and career ready initiative.

The IS 278 has made the most growth in creating a professional learning community which will cultivate a higher level of trust and support amongst teachers throughout the school. We will continue to focus upon parent involvement and communication between school and home.

22K278 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	996	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	36	# SETSS	9	# Integrated Collaborative Teaching	55
Types and Number of Special Classes (2014-15)					
# Visual Arts	19	# Music	15	# Drama	9
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.1%	% Attendance Rate			93.3%
% Free Lunch	63.1%	% Reduced Lunch			9.5%
% Limited English Proficient	4.7%	% Students with Disabilities			16.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			47.0%
% Hispanic or Latino	18.5%	% Asian or Native Hawaiian/Pacific Islander			6.8%
% White	27.0%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	13.18	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			7.92
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	30.9%	Mathematics Performance at levels 3 & 4			22.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			70.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			98.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	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.

Quality Review data indicates that the Instructional Core indicators 1.1, 1.2 and 2.2 in our school are Well Developed. These indicators speak to how our school ensures that students are engaged in rigorous instruction aligned to the Common Core Learning Standards and/or content standards, how our teachers pedagogy is based in a set of coherent beliefs around how students learn, how our assessments of curricula are aligned to the content and are on-going, and how the data from the assessments is utilized.

Our NYS DTSDE Recommendation for 2014 was: [3.3] Continue to enhance the effectiveness of the regularly scheduled teacher meetings to incorporate the consistent use of targeted agendas based on student and school-wide data to ensure CCLS aligned units of study include instructional supports for diverse learners in accessing the curriculum. Focus meeting time on adjusting curricula to meet students’ needs to ensure collective accountability

However, during the supervisory visit, it was suggest that 1.2 (classroom instruction) needs to be strengthened: “ The student to student voice in the classroom needs to be strengthened to reflect the level of writing that exists. All teachers need to act as facilitators.” Therefore, we will focus on DTSDE 3.3c: “Teachers consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across all content areas and grades” as an area for improvement.

Part 2 – Annual Goal

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

By May 2016 5% students will demonstrate progress on multiple forms of student data (uniformed common assessments, ELA CCLS-Aligned Benchmark, and MOSLs) as assessed by analyzing student work protocols during common planning sessions enabling teachers to form and revise instruction

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher Teams Create Units of study based on data analysis of student work for instructional planning and unit/lesson adjustment. Horizontal Teacher teams meet weekly to discuss individual students, set goals and analyze data (as needed) (3.3, 3.4). Instructional planning include teacher pacing according to students ability, embedding enrichment within each lesson and providing opportunities for students to develop rich and meaningful conversations</p>	<p>The entire school community</p> <p>The lowest third, ELL's</p> <p>SIFE and Students with disabilities</p>	<p>June 2015 to June 2016</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach</p>
<p>Teacher teams will look at student work in a collaborative process become analytical about the effectiveness of their instruction, better understand students' learning and development, develop more effective curriculum and assessment, infuse deeper levels of rigor into instruction, and find ways to help students do higher quality work. By bringing samples of authentic student work to the table with colleagues and looking closely at them, teachers are able to address important questions about teaching and learning, and deepen their understanding of the work they do with students in the classroom.</p>	<p>The entire school community</p> <p>The lowest third, ELL's</p> <p>SIFE and Students with disabilities</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach</p>
<p>Teachers will engage in collaborative professional meetings (common planning) weekly, as well as during the UFT Professional Learning Communities. Teams will work on variety of tasks, beginning with looking at student work and leading to lesson revision, assessment planning, and examining curricula vertically and horizontally. Teams will then meet monthly by grade and subject to discuss observations, trends, weaknesses, improvements, and successful practices.</p>	<p>The entire school community</p> <p>The lowest third, ELL's</p> <p>SIFE and Students with disabilities</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach</p>

District 22 Ambassadors and team leaders will turnkey protocols and strategies to enable common planning teams to revise curricula and improve teaching practices based on observations and analysis of student work.	The entire school community The lowest third, ELL's SIFE and Students with disabilities	September 2015 to June 2016	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
20 teachers will meet four times monthly during preparation periods as well as paid coverages. Inquiry use of data: 20 teachers meet a minimum of four times monthly September 2015 through June 2016. Principal and Assistant Principals will develop a system of cycles of observations to ensure the development of teaching practices across the school and for individual teachers growth. AIS Team meets weekly September through June. AIS Team professional development coverage for substitute teacher Monthly Citywide professional development three teachers and three paraprofessionals monthly. Three Supervisors: oversee curriculum/data two hours a week for 20 weeks (September 2015-June 2016). Per session for teachers to implement programs that improve students ELA and Math skills. Extra Staff to implement additional ELA and Math periods.										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will formally assess progress four times per year. Teachers will complete Progress Reports two times per year. Teachers will analyze data from interim assessments to target and refine their instruction. Administration and Teacher Leaders will work together to coordinate specific professional development throughout the school year. Student work will be assessed each quarter to determine level of progress. Analysis of MOSL pre and post assessments will provide us with an indication of success or need for improvement. Student performance on multiple assessments will provide clear indicators of progress.
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.

NYC School Survey in the area of School Culture the data indicates students are 88% satisfied with the school culture. In this same area our parents are 90% satisfied with the school culture. Looking more closely at the survey the data indicates that our students feel safe, comfortable and are being educated in an environment that is conducive to rigorous learning however there needs to be an improvement to make the students feel more secure.

Our school’s PBIS Team (Positive Behavior Intervention Support) will work with our teacher teams to build a consistent practice of strategies to ensure positive student behavior across all classrooms. This current year principal’s suspensions have gone from 103 to 63 representing a 40% decrease from the previous school-year. Additionally, superintendent’s suspensions have gone from 24 to 14 representing a 42% decrease from the previous school year. The leadership team continually monitors and enforces these practices. While we have made good progress, we want to deepen the consistency of practices across the school to ensure continued improvement.

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.

Our school’s PBIS Team (Positive Behavior Intervention Support) will work with our teacher teams to build a consistent practice of strategies to ensure positive student behavior across all classrooms leading to a 5% decrease in principal suspensions by June 2016

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional learning for staff will strengthen the development of PBIS. The school community will examine and track students' behavior through the use of dean referrals, parent contacts and notes home. The school will strengthen the school culture by incorporating the goals and initiatives of PBIS on a school wide level.</p>	<p>The entire school community</p> <p>The lowest third, ELL's</p> <p>SIFE and Students with disabilities</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Deans, CIT, IEP Teacher, Guidance Counselor, Social Worker, SAPIS worker, Instructional Lead Teachers, PBIS team members.</p>
<p>PBIS team will meet weekly during the UFT PLC analyze school and ORRS data, as well as Anecdotes in Skedula.</p>	<p>The entire school community</p> <p>The lowest third, ELL's</p> <p>SIFE and Students with disabilities</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Deans, CIT, IEP Teacher, Guidance Counselor, Social Worker, SAPIS worker, Instructional Lead Teachers, PBIS team members.</p>
<p>School-wide effort to support the social and emotional needs of our students through the implementation of a positive rewards system called FIRST. Review and determine what components have to be implemented to support PBIS goals and initiative for subgroup.</p>	<p>The entire school community</p> <p>The lowest third, ELL's</p> <p>SIFE and Students with disabilities</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Deans, CIT, IEP Teacher, Guidance Counselor, Social Worker, SAPIS worker, Instructional Lead Teachers, PBIS team members.</p>
<p>PBIS Team will sustain and systematically investigate the efficacy of FIRST positive rewards system.</p>	<p>The entire school community</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Deans, CIT, IEP Teacher, Guidance Counselor, Social Worker, SAPIS worker,</p>

	The lowest third, ELL's SIFE and Students with disabilities		Instructional Lead Teachers, PBIS team members.
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Part 4 – Budget and Resource Alignment

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

PBIS team consisting of administrators, deans, Crisis Intervention Teacher and guidance counselors will meet weekly to address student needs and outcomes of preventative measures. PBIS school wide training Deans and guidance counselors. PIP teams consisting of administrators, deans, and guidance counselors will meet weekly to address student needs and outcomes. Guidance counselors will provide counseling services to students referred as “at risk”. Part time school social worker will provide counseling services to students and families “at risk”. Assemblies for students to reinforce PBIS. Intervention groups and individuals meet with SAPIS worker 1 x per week; life skills class lessons 1 x week; crisis intervention as needed. Guidance counselors will provide counseling services to students referred as “at risk”. Part time school social worker will provide counseling services to students and families “at risk”. SAPIS Counselor will implement classroom lessons/activities to enhance students’ social skills, communication skills and styles, to promote conflict resolution knowledge. These lessons will also help students to developing and or maintaining healthy relationships in their community, families, schools and peers. SAPIS counselor will also support students’ social and emotional development through class lessons, groups or individual sessions that include self-esteem awareness, decision-making techniques, and peer pressure refusal role play activities. Through these services the students will gain insight on how to develop and maintain healthy relationships with peers, family, school, and community.

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

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

Part 5 – Progress Monitoring

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

PBIS TEAM will analyze ORRS data October 31, 2015, January 31, 2016, April 30, 2016 and June 25, 2016. Data will reviewed and analyzed on a monthly basis for patterns and trends to refine the implementation plan and provide additional targeted support as needed

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.

This year’s baseline MOSL in English Language Arts illustrates that a substantial number of students (grade 6 , 34%; grade 7, 31%; and grade 8, 47%) fell into the bottom third, and failed to recognize and present counterarguments in their thinking, and thereby, their writing.

The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach, enabling them to shape and revise curriculum on an ongoing basis. Educators who look at student work in a collaborative process become analytical about the effectiveness of their instruction, better understand students’ learning and development, develop more effective curriculum and assessment, infuse deeper levels of rigor into instruction, and find ways to help students do higher quality work. By bringing samples of authentic student work to the table with colleagues and looking closely at them, teachers are able to address important questions about teaching and learning, and deepen their understanding of the work they do with students in the classroom

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 there will be a 7% increase of level 3 students through the expanded use of common assessment practices across the school to enable teachers and teams of teachers to consistently monitor student progress share with all constituents and engage all learners in high levels of thinking as measured by MOSL, school made CCLS assessments, and NYS CCLS exams. (3.4, 3.3, 3.5)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher Teams Create Units of study based on data analysis of student work for instructional planning and unit/lesson adjustment. Horizontal Teacher teams meet weekly to discuss individual students, set goals and analyze data (as needed) (3.3, 3.4).</p>	<p>The entire school community</p>	<p>August 2015 to June 2016</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, and Talent Coach</p>
<p>During the school year 2014-15 teacher teams will revise and analyze students' work in order to close the achievement gap and improve student performance. (3.3, 3.4)</p>	<p>The entire school community</p> <p>The lowest third, ELL's</p> <p>SIFE and Students with disabilities</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, and Talent Coach</p>
<p>Vertical team meetings meet weekly to align and drive instruction based on data analysis. Addressing all students including those with disabilities, English Language Learners and all subgroups, especially the lowest third.</p>	<p>The entire school community</p> <p>The lowest third, ELL's</p> <p>SIFE and Students with disabilities</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, and Talent Coach</p>
<p>Teacher teams will (vertical, horizontal and inquiry) sustain and systematically investigate the efficacy of instructional strategies using student work and data in order to improve achievement and close the achievement gap and give deepening the level of Multiple Access Points so that all lesson offer suitable challenges.</p>	<p>The entire school community</p> <p>The lowest third, ELL's</p> <p>SIFE and Students with disabilities</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, and Talent Coach</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.

20 teachers will meet four times monthly during preparation periods as well as paid coverages. Inquiry use of data: 20 teachers meet a minimum of four times monthly September 2015 through June 2016. Principal and Assistant Principals will develop a system of cycles of observations to ensure the development of teaching practices across the school and for individual teachers growth. Referencing the Danielson Framework, the teachers take ownership of their professional responsibilities and professional learning needs through participation in the UFT embedded professional development, lunch and learns, common planning periods, and the sharing of best practices. AIS Team meets weekly September through June. AIS Team professional development coverage for substitute teacher Monthly Citywide professional development three teachers and three paraprofessionals monthly. Three Supervisors: oversee curriculum/data two hours a week for 20 weeks (September 2015-June 2016). Per session for teachers to implement programs that improve students ELA and Math skills. Extra Staff to implement additional ELA and Math periods.

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

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

Part 5 – Progress Monitoring

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

Teachers will formally assess progress four times per year October 31, 2015, January 31, 2016, April 30, 2016 and June 25, 2016. Teachers will complete Progress Reports in Skedula two times per year. Teachers will analyze data from interim assessments to target and refine their instruction. Administration and Teacher Leaders will work together to coordinate specific professional development throughout the school year. Student work will be assessed each quarter to determine level of progress. Analysis of MOSL pre and post assessments will provide us with an indication of success or need for improvement. Student performance on multiple assessments will provide clear indicators of progress.

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.

Principal leading change at the community level, nurturing the leadership development of others, and providing guidance over time to sustain a coherent instructional program. There should be a continuous evaluation of goals and action plans.

The DTSDE Recommendations in 2014 stated: [2.2] Refine action plans and track school goals (CEP, long-range and interim) towards mastery on a regular basis to leverage thoughtful and strategic changes in order to foster a shared sense of urgency and goal achievement. Tracking the school’s progress towards its school improvement goals will enable the school community to hold itself accountable for achieving its vision.

Therefore, we will focus on effective monitoring of student and teacher growth to ensure improved student outcomes.

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.

School leaders will use the professional development time embedded into teachers work day to set goals to support and to improve instruction as measured by an increase of 10% of teachers improving at least one proficiency level in Danielson’s Domain 3B as reflected in the ADVANCE and school’s tracking tool by June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The principal and assistant principals along with the District 22 team and Talent Coach engage in calibration activities that include observing teachers, and using low inference notes to identify levels of proficiency. Supervisors and coaches take turns identifying areas of strength and areas for growth in order to construct effective feedback and a support plan. 2.5 c	The entire school community	September 2015 to June 2016	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach
Provide teachers with on-going professional development based on identified needs from their informal and formal observations and self-reflection and self-assessments. 2.5b	The entire school community	September 2015 to June 2016	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach
School leaders and teacher teams will (vertical, horizontal and inquiry) create goals and systematically investigate the efficacy of instructional strategies using data in order to monitor goals achievement.	The entire school community	September 2015 to June 2016	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, District 22 Ambassadors and Talent Coach
School-wide effort to support the social and emotional needs of our students through the implementation of a positive rewards system called FIRST	The entire school community	September 2015 to June 2016	Principal, Assistant Principals, Deans, CIT, IEP Teacher, Guidance Counselor, Social Worker, SAPIS worker, Instructional Lead Teachers, PBIS team members.

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.

Principal and Assistant Principals will develop a system of cycles of observations to ensure the development of teaching practices across the school and for individual teachers growth . School leaders will use the professional development time embedded into teachers work day and common planning periods to drive instruction. 20 teachers will meet four times monthly during preparation periods as well as paid coverages. Inquiry use of data: 20 teachers meet a minimum of four times monthly September 2015 through June 2016. AIS Team meets weekly September through June. AIS Team professional development coverage for substitute teacher Monthly Citywide professional

development three teachers and three paraprofessionals monthly. Three Supervisors: oversee curriculum/data two hours a week for 20 weeks (September 2015-June 2016). Ambassador teachers to external district wide professional development to turn key to staff. Per session for teachers to implement programs that improve students ELA and Math skills. Extra Staff to implement additional ELA and Math periods.

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

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

Part 5 – Progress Monitoring

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

Teachers will formally assess progress four times per year October 31, 2015, January 31, 2016, April 30, 2016 and June 25, 2016. Teachers will complete Progress Reports in Skedula two times per year. Teachers will analyze data from interim assessments to target and refine their instruction. Administration and Teacher Leaders will work together to coordinate specific professional development throughout the school year. Student work will be assessed each quarter to determine level of progress. Analysis of MOSL pre and post assessments will provide us with an indication of success or need for improvement. Student performance on multiple assessments will provide clear indicators of progress.

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.

[6.3] Expand the use of interactive systems to enable all staff members to provide timely information to families on the academic and social progress of their children and to encourage purposeful dialogue about how they can support their children at home. [4.4] With input from all constituents, refine the plan and system for teachers to increase the use of personalized supports and family outreach to provide access to learning and social opportunities for all students, particularly lower-performing students, through the use of explicit instruction in behavioral expectations and positive reinforcement. A coordinated approach to informing families about their child’s participation and progress in extended day programs will augment the impact on their academic and social behaviors.

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.

School leaders, teacher teams will use the 40 minutes embedded into the UFT contact to increase parent engagement as measured by parent attendance at all meetings for a 10% increase by June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All pertinent Information will be shared regarding student data in various communications to parents such as the parent information on the school website, School Messenger and Skedula.	The entire school community.	September 2015 to June 2016	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, Parent coordinator, D22 Parent advocate, and the webmaster.
A series of workshops will be offered to parents throughout the year focusing on various topics including understanding student and school data. These workshops will have an evaluation component as well. Parent workshops will be offered throughout the year providing families assistance navigating the system in order to identify supports that can lead to improved student academics and behaviors.	The entire school community.	September 2015 to June 2016	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, and Parent coordinator.
Parent coordinator, guidance counselors and administrative staff will implement Pupil Path in order for all parents to immediately access their child's data	The entire school community.	September 2015 to June 2016	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, and Parent coordinator.
Parent workshops will be scheduled on Tuesday afternoons during parent engagement time to help support literacy/math at home	The entire school community.	September 2015 to June 2016	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, and Parent coordinator.

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.
20 teachers will meet four times monthly during preparation periods as well as paid coverages. Inquiry use of data: 20 teachers meet a minimum of four times monthly September 2015 through June 2016. AIS Team meets weekly September through June. AIS Team professional development coverage for substitute teacher Monthly Citywide professional development three teachers and three paraprofessionals monthly. Three Supervisors: oversee curriculum/data two hours a week for 20 weeks (September 2015-June 2016). Per session for teachers to implement programs that improve students ELA and Math skills. Extra Staff to implement additional ELA and Math periods.
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

<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>Teachers will formally assess progress four times per year October 31, 2015, January 31, 2016, April 30, 2016 and June 25, 2016. Teachers will complete Progress Reports in Skedula two times per year. Teachers will analyze data from interim assessments to target and refine their instruction. Administration and Teacher Leaders will work together to coordinate specific professional development throughout the school year. Student work will be assessed each quarter to determine level of progress. Analysis of MOSL pre and post assessments will provide us with an indication of success or need for improvement. Student performance on multiple assessments will provide clear indicators of progress.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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)	<p>Students performing in the bottom third of the school are in the following Programs:</p> <p>Achieve 3000</p> <p>Used with ALL ELLs and lower third in ELA</p> <p>REWARDS</p> <p>Great Leaps All ELLs and lowest 10%</p> <p>SRA</p> <p>Word Generation</p>	<p>Interactive readings</p> <p>Repeated Readings</p> <p>Repeated Readings</p> <p>Interactive readings</p> <p>Interactive Reading</p>	<p>Large group</p> <p>Small group</p> <p>Small group</p> <p>Individualized Instruction</p> <p>Individualized Instruction</p> <p>Small group</p> <p>Large Group</p> <p>Small and Large Group</p>	<p>During the school day, before or after school</p>
Mathematics	<p>Students performing in the bottom third of the school are in the following Programs:</p> <p>SUMMER LEAPS</p> <p>Fast Math</p> <p>Reflex Math</p>	<p>Repeated math skills</p> <p>Repeated math skills</p> <p>Repeated math skills</p>	<p>Large group</p> <p>Small group</p> <p>Small group</p> <p>Individualized Instruction</p>	<p>During the school day, before or after school</p>
Science	<p>Students performing in the bottom third of</p>	<p>Interactive Reading</p>	<p>Large group</p> <p>Small group</p>	<p>During the school day,</p>

	the school are in the following Programs: Achieve 3000 Science		Individualized Instruction	before or after school
Social Studies	Students performing in the bottom third of the school are in the following Programs: Achieve 3000 Social Studies	Interactive Reading	Large group Small group Individualized Instruction	During the school day, before or after school
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Psychologist & Social Worker: Guidance Counselors: SAPIS worker:	Pupil Personnel meetings; PBIS Meetings Consultation with parents and teachers Pupil personnel committee Meetings PBIS Meetings HS articulation guidance Identification/intervention/prevention of emotional problems Counselling of students in suspension and post suspension ACS referrals Referrals to outside agencies Improving social skills with a focus on using individual decision making skills Improving social skills with a focus on using individual goal setting skills PBIS Meetings	Large group Small group Individualized	During the school day, before or after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA/ESL, Special Education and other subject areas. • Administrative staff works with local colleges in identifying potential talent in teaching. • Mentors assigned to support struggling and new teachers. • Personnel secretary will work closely with the network HR point to ensure that non-highly qualified teachers meet all required documentation • Principal works closely with Director of Human Resources. • The Principal strategically recruits, and sustains personnel.

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).
<p>Professional development activities include:</p> <ul style="list-style-type: none"> • Teacher Team in departmental meetings to plan curriculum which align to CCLSS • Targeted professional development workshop reflective of Danielson Framework for Teaching • All Professional Development by The Office of Literacy and AIS • Lunch and Learns to share best practices

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.).

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.

Teacher teams will meet to create, implement and analyze assessments including but not limited to:

- MOSL
- School Net
- Quarterly Exams
- Formative/Summative Assessments

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	631,230.00		11, 14, 20
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		17
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,774,703.00		11, 14, 17, 20 and 23.

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. **Intermediate School 278** 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. **Intermediate School 278** 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

Intermediate School 278 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 22	Borough Brooklyn	School Number 278
School Name Marine Park Junior High School, IS 278		

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 Debra Garofalo	Assistant Principal Julia O'connell
Coach Kathleen Shedd	Coach JoAnn Kelly
ENL (English as a New Language)/Bilingual Teacher T. Skalet	School Counselor N. Dougherty
Teacher/Subject Area Emanda Heyman/Math	Parent T. Russo
Teacher/Subject Area S. Gaskowitz/ELA	Parent Coordinator Melissa Barr
Related-Service Provider J. Mosscaello	Borough Field Support Center Staff Member JoAnn Benoit
Superintendent Julia Bove	Other (Name and Title) N. Hemmings-Noble

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	2
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]	0	Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	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)	925	Total number of ELLs	29	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	12
SIFE	14	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	5

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	16	1	2	8	0	6	5	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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							1	4	2					0
Chinese								1	2					0
Russian								2						0
Bengali								1	1					0
Urdu							1		1					0
Arabic								1	1					0
Haitian							3	4						0
French														0
Korean														0
Punjabi									1					0
Polish														0
Albanian														0
Other							1	2						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							2	5	2					0
Emerging (Low Intermediate)								4	1					0
Transitioning (High Intermediate)							1	1						0
Expanding (Advanced)							2	6	4					0
Commanding (Proficient)							3	3	14					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							8	3	16					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	1			0
7	9				0
8	4	2			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	3		1				1		0
7	10		1	1					0
8	6		1						0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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.
 - Baseline Reading, Math and Writing assessments.
 - Quarterly Exams in , Science, Social Studies, ELA, and Math
 - Task analysis of data to determine basic foundation skills to be able to perform on grade level in reading and math.
 - RTI programming will provide Tier II, Tier III intervention to remediate all basic skills that are deficient.
 - 38 students are below standards in Math. 33 children are below standards in reading.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - Students scoring in intermediate and advanced levels of proficiency perform at a higher level on periodic assessments, NYSITELL and NYSESLAT exams than beginner ELL's.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 - The data reveals that our beginner students are reading in the lower quadrant of the school. That the beginner students are in the lower quadrant of Math. The students must have a stronger vocabulary, we have adapted word generation as a means of vocabulary acquisition. Presently we are unable to access comparisons for proficiency levels in AMAO 1 due to changes in the NYSESLAT.
- 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?
 - Our ELLs opt not to take tests in their Native Language.
 - School leaders use results to determine text complexity for the units of study, additional resources, class placement and AIS support.
 - Students are provided with glossaries in their Native Language in addition to the use of Google translate or hand held devices.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
In an ESL program second language development is monitored throughout the school year with ongoing assessments listed above.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Use of the NYS ELA and Math NYSESLAT, Quarterly Exams, Periodic Assessments and NYC Performance Exams in ELA, Science and Social Studies scores to determine student growth. These results determine class placement and programming of courses and teachers to enhance proficiency for students in the ELL program.

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.
Upon entering the building, grade assistant principals meet with all perspective students to determine grade and program placement. Oral interview is conducted by Language Access Coordinator, Member of the Language Proficiency Team, certified ESL teacher or other qualified pedagogue. For students whose home language is not English, the school will administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result, schools must determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. If a student's home language is Spanish, the student is administered a Spanish Lab test by a bilingual pedagogue in addition to the NYSITELL. ALL testing is completed within 10 days of student enrollment. Interview the student in both English and the home language. After this initial interview, registration materials including the HLIS survey is distributed. Review student's prior school work in reading, writing, and mathematics, in both English and the home language along with formal interview to determine if SIFE is applicable. Assess student in age- and grade-appropriate informal, culturally sensitive, school-based assessments and/or formal and informal assessments.

If Language Proficiency Team is needed and placement is considered, staff members include

Ms. Skalet – ESL teacher (Fluent in French, Russian, Hebrew and Spanish)

Ms. Maniscalco - Special Education with ESL extension

Ms. Gaskowitz - English with ESL extension

Ms. Heyman - Math

Ms. Shedd - Math

Ms. Kelly - English

Ms. N. Dougherty – Guidance Counselor

Ms. D. Croon - Guidance Counselor

Ms. J. O'Connell – Assistant Principal

Ms. Sica (Fluent in Turkish)

Mrs. Keller (Fluent in Hebrew)

Mr. Montalbano (Fluent in Italian)

Mr. Sapia (Fluent in Spanish)

Ms. C. Jean (Fluent in Haitian Creole)

Mrs. Barr - Parent Coordinator

The Parent Orientation Video is shown explaining the choice of three program selections and staff members conduct an interview with

the parents to determine if a NYSITELL must be given if a first timer NYC student. The NYSITELL is given within 10 school days by Ms. Skalet the ESL teacher to determine proficiency level of students.

- Entitlement letters are given after registration process is completed after parent selection of program.
- If a parent is unable to complete this process, an appointment is made within 10 days to complete registration. Parent Coordinator, Ms. Barr, along side a translator, will make phone calls to follow up with parent. All communication is relayed through the language listed on the home language survey. All letters are kept on file and placed in the students cumulative file and an additional copy located in room 338. Entitlement letters are sent at the beginning of the schools year in appropriate languages to parents.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined above to identify an ELL. Administer oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomers. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year.

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).

An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. The Language Proficiency Team must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Various ATS reports (RLER, RLAT, RLAB, RNMR used to determine NYSESLAT eligibility are completed and reviewed by the licensed ELL teacher. To ensure that Parent Survey and Program Selection forms (initially distributed at Orientation meeting or mailed due to non-attendance) are returned, along with entitlement letters, our ELL teacher keeps a careful record of those that were not returned. She then calls parents who have not returned such letters to see to it that they are returned in a timely manner. These forms are then kept on file in the ELL teacher's classroom. Let it be noted that when a form is not returned, the default program for ELLs is TBE as per CR-Part 154.

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.

The entitlement/non-entitlement form letter is sent to the parent in their home language. The parent coordinator will complete follow-up phone calls and or meetings.

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).

The ELL status appeal form letter is sent to the parent in their home language. The parent coordinator will complete follow-up phone calls and or meetings.

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.

When ELL students enroll, the schools inform parents of the three instructional models available in New York City. This informs parents of these options, parents of newly enrolled ELLs will be provided with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English must be recorded using existing procedures established in the school. During the orientation, schools also provide information on standards, curriculum, and assessments. After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey and Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

During orientation a translator works side by side with the parents in order to complete all forms. All forms are submitted before the parent leaves. All communication is relayed through the language listed on the home language survey. All letters are kept on file. Entitlement letters are sent at the beginning of the schools year in appropriate languages to parents. Various ATS reports (RLER, RLAT, RLAB, RNMR used to determine NYSESLAT eligibility are completed and reviewed by the licensed ELL teacher. To ensure that Parent Survey and Program Selection forms (initially distributed at Orientation meeting or mailed due to non-attendance) are returned, along with entitlement letters, our ELL teacher keeps a careful record of those that were not returned. She then calls parents who have not returned such letters to see to it that they are returned in a timely manner. These forms are then kept on file in the ELL teacher's classroom. Let it be noted that when a form is not returned, the default program for ELLs is TBE as per CR-Part 154.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. During orientation a translator works side by side with the parents in order complete all forms, including the parent survey and program selection. All forms are submitted before the parent leaves. Parent Coordinator, Ms. Barr, along side a translator, will make phone calls to follow up with parent. All communication is relayed through the language listed on the home language survey. All letters are kept on file. Entitlement letters are sent at the beginning of the schools year in appropriate languages to parents.
9. Describe how your school ensures that placement parent notification letters are distributed. Parent Coordinator, Ms. Barr, along side a translator to translate into the parents preferred language, will make phone calls to follow up with parent. All communication is relayed through the language listed on the home language survey. All letters are kept on file. Entitlement letters are sent at the beginning of the schools year in appropriate languages to parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All letters are kept on file, placed in cumulative file and filed in room 338. Entitlement letters are sent at the beginning of the schools year in appropriate languages to parents. All home language surveys are in the students cum record. All contact is kept by the ESL teacher.
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.
Ms. Skalet along with Ms. Maniscalco administer all parts of the NYSESLAT exam to evaluate the proficiency level of all ELL students in listening, speaking, reading and writing during the test administration window. All students identified as NYSESLAT eligible in ATS RLAT and AAMO are administered the NYSESLAT. The first part that is administered is the Speaking part which is one on one with the licensed ESL teacher. The test is administered by all three ENL teachers, by grade. All students in grade 6, 7 and 8 take listening, reading and writing components. The administrator manual is adhered to.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement letters are distributed by the teacher based on NYSESLAT scores. Parent Coordinator, Ms. Barr, as well as the ENL teacher Ms. Skalet, along side a translator to translate into the parents preferred language, will make phone calls to follow up with parent. All communication is relayed through the language listed on the home language survey. All letters are kept on file. Entitlement letters are sent at the beginning of the schools year in appropriate languages to parents. Parents are well informed about the three different programs available throughout the city. We honor parents choice, most parents request placement in program we have available. NYSESLAT scores are used to determine class placement for the following school year.
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).
Free Standing ENL is offered because of the demographics of students. There are many languages spoken and not enough in the same group to form a bilingual program. We offer the ENL program that our parents have requested. 100% parents choice. All of the parents that enroll in IS 278 request ENL.

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.
Flexible programming, mainstream math instruction per licensed content teacher by grade. Each English and math class has double periods which is 400 minutes in each class, in addition to the content-area instruction and the mandated ENL/ELA instruction.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Each English and math class has double periods which is 400 minutes in each class, in addition to the content-area instruction and the mandated ENL/ELA instruction. Integrated ENL/ESL (ESL methodologies in content area instruction co-taught or individually taught by a dually certified teacher) and as well as Stand-Alone ENL/ESL (ESL instruction with an ESOL teacher to develop the English language needed for academic success). Pullout Model—Language Support from ESL teacher Push-in Model—ESL teacher comes into the mainstream classroom and works with the content area teacher to provide support. Self-Contained ESL/Sheltered ESL Instruction from teachers trained in sheltering techniques. The language arts instructional include: English language arts instruction and English as a second language instruction. 180 minutes per units of study entering and emerging get two units of study for 360 minutes per week, transitioning and expanding get one unit of study for 180 minutes per week, and Commanding get 90 minutes per week for an additional two years.
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.
English Language Learners take content-area Science, social studies and math classes. Content-area instruction is delivered in English with teachers implementing scaffolded instruction and differentiated instructional methodologies to enhance ELLs' access to the instructional program and accelerate their English language acquisition. Native language support is provided, when possible, through ancillary resources such as bilingual dictionaries and glossaries and through the implementation of the "buddy system" where more proficient students speaking the same language as struggling students serve as resources to teachers and ELLs in the classroom. Audio-visual materials and resources are used extensively. SMART Boards and computers on wheels are used to access the Internet and we use DVDs and presentation software since the visual modality is the preferred sensory modality of ELLs. Teachers also establish an open communication with the parents and the guidance counselors and ESL Coordinator concerning attendance, behavior, and needed assistance. There is a high degree of articulation established between the ESL and other departments. Each term the Assistant Principal and ESL disseminate a staff articulation sheet identifying all staff serving ELLs and indicating the periods during which they are available for planning and consultation. Teachers are informed of the status of former ELLs so that they can continue to support these students in their continued efforts to gain proficiency in English. Teachers also distribute bilingual glossaries and bilingual dictionaries to ELLs in content-area classes.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We administer periodic assessment, NYSESLAT in addition baseline assessments to determine academic skills and concepts to ascertain levels of competency and targeted areas for student growth and improvement. Each modality, Speaking Listening, writing and reading are assessed quarterly.
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
 - a. Determine what concepts and skills are lacking due to interrupted formal education. These students are provided with both whole and differentiated instruction (MAPS) using programs such as Great Leaps and Achieve 3000.
 - b. Oral language is a big component for new ELL in the free standing ESL program. Students are mainstreamed for all content areas, math, talent, physical education, lunch to be acclimated to students using the English language daily.

- c. Students are transitioned to a regular grade appropriate program with only pull-out services according to proficiency level.
 - d. During meetings with the teachers of ELL students, we review academic skills to determine if additional support is necessary to improve student achievement to attain level of proficiency.
 - e. Support is provided by the ESL teacher in collaboration with content area teachers as needed.
- 90 minutes per week math unit is implemented with a Math content and ENL teacher.
All testing accommodations are met as per the testing administration handbook SAM.

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.
- Students who are reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years must complete the entire ELL Identification Process. The LP team will work on the Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs. Curriculum in all content areas for all students so that change placement does not hinder academic progress. Academic progress is ensured through multiple entry points, differentiated instruction and ELL methodologies. Assess and reassess quarterly and as necessary. The appeals process will be analyzed on an individual basis.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- The use of audio, videos, smartboards, Achieve 3000, Read 180, and the appropriate grade curriculum infuses academic vocabulary, annotated texts, abridged versions of text and tasks to support learning for ELL students throughout the units of study. In addition, reading of high interest, low level books, abridged versions are given to motivate our ELL students.
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?
- Flexible programming, mainstream math instruction per licensed content teacher by grade. Each English and math class has double periods which is 400 minutes in each class, in addition to the content-area instruction and the mandated ENL/ELA instruction. We ensure that all ELLs receive RTI programming will provide Tier II, Tier III intervention to remediate all basic skills that are deficient.

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.

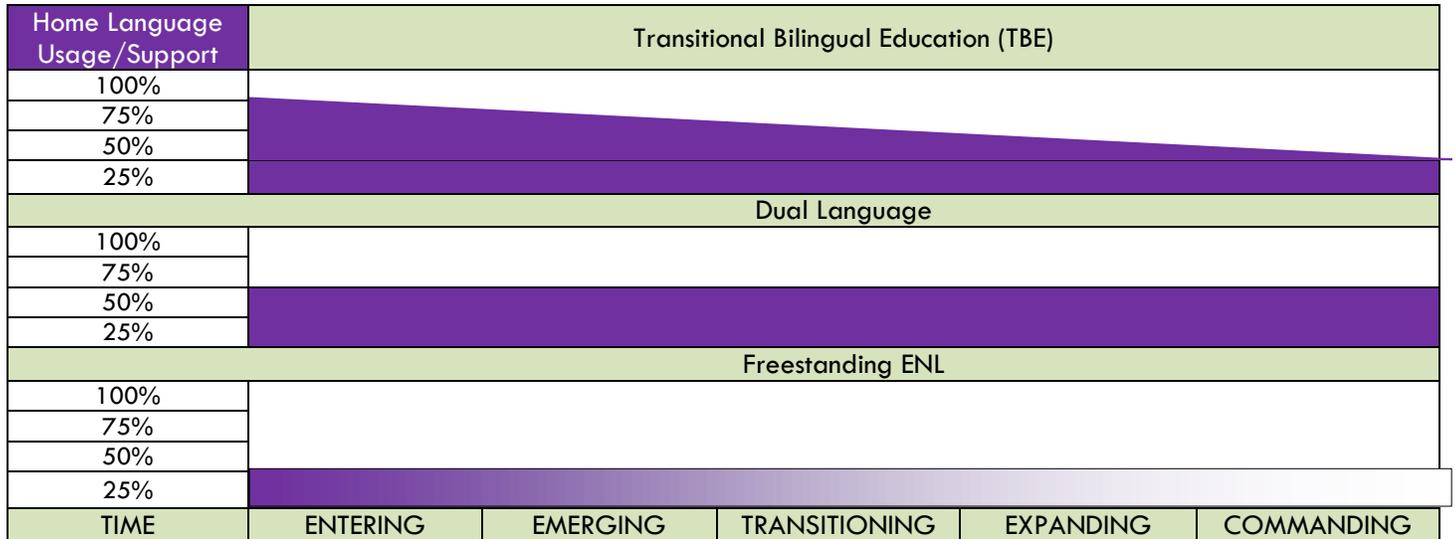


*Note “other approved services” does not apply to New York City at this time.

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. Targeted interventions for ELLs in ELA, math, and other content areas are provided in order to prepare ELLs for the ELA State exam. We offer State exam prep classes for both on-track and off-track ELLs. We offer comprehensive targeted intervention programs for ELLs in ELA and in Mathematics. The Assisant Principal, ESL and Mathematics coach and the Coodinator meet formally on a monthly basis and informally every week to set up credit recovery programs, tutoring programs and facilitate the implementation of interventions with teachers. We have set up a teacher "buddy" system through which staff members volunteer to meet with his/her selected group of cohort students to keep them on track, ensure that they attend class, make home outreach, enroll them in tutoring and remind them of the upcoming assessments. We communicate through the distribution of folders, Pupil Path grades, school web page, e-mail and meetings. Additionally, we offer Title III early morning, afternoon and Saturday academy and After-School NYSESLAT and ELA State exam prep tutoring. We offer individual guidance sessions with students to review upcoming assessments and transcripts. Parents are informed in writing (multilingual letters) of the dates and times of the ELA State exam. Multilingual phone outreach is also conducted on a consistent basis to inform parents of upcoming assessments, attendance issues, tutoring opportunities, parent meetings, etc. During the ELA State exam bilingual word-for-word dictionaries are distributed. In recent years we have purchased Georgian, Uzbek, Armenian, French, Bengali, Punjab, Turkish, Ukranian and Haitian Creole dictionaries to accommodate to the linguistic needs of newly-arrived immigrants speaking these languages. We continue to distribute Albanian, Arabic, Chinese, Hebrew, Italian, Korean, Russian, Spanish, Ukranian, Urdu and Vietnamese dictionaries. Teacher teams address ELLs in ELA, particularly off-track ELLs. We offer Title III tutoring. Intensive tutoring is also offered in all of the content-areas mentioned above. For all content-area exams we offer students the opportunity to use bilingual glossaries, word-for-word bilingual dictionaries and translated versions of the exam where available.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In all of the English as a Second Language classes, teachers continue to lead English Language Learners to acquire competency in English and to be prepared for high school by aligning instruction with the Common Core Standard. Targeted interventions for ELLs in ELA, math, and other content areas are provided in order to prepare ELLs for the ELA State exam. We offer State exam prep classes for both on-track and off-track ELLs. We continue to use authentic, high-interest age-appropriate texts to strengthen English language skills in listening, reading and writing for understanding and information, note-taking, analyzing, interpreting and evaluating a wide range of texts from different genres, and producing extended writing pieces in a variety of formats. Students are familiarized with State exam tasks from the beginning levels of instruction. They are also trained in the function and use of rubrics for evaluation. We have adjusted our curriculum to add more ELA preparation for our commanding studeetns since 45% are now considered commanding. All information is stored in skedula, the information is also disseminated through the ESL coordinator. The teachers check skedula daily. Quarterly exams (all content areas), teacher made assessments, pracitce exams, period assesments, MOSLs and informal assessments.
12. What new programs or improvements will be considered for the upcoming school year?

There will be more classes available to the ELL students all contents with push in ESL support. Targeted Mathematic instruction by providing an increase in math instructional periods per week. Targeted English instruction by providing an increase in ELA periods per week.
13. What programs/services for ELLs will be discontinued and why?

There will be no ELL programs discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We ensure that all ELLs are afforded equal access to the full range of school programs including tutoring, extended day, clubs, Millenium Program, sports activities, Spring Musical, etc. These programs are invitation and application and all constiutents, including the ELLs are notified in their perferred language. Accademic intervention, ELL methodologies, Achieve 3000, word Generation, Great Leaps, Anita Archer REWARDS, CHAMPS, volleyball and basketball etc.
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.

The list includes support texts and resources in an effort to familiarize English Language Learners with the ELA State test tasks. Major insturctional emphasis is being placed on Reading Standards 1 and 10 and Writing Standard I. All ESL curricula are aligned with the Common Core Listening, Speaking, Reading a Writing Standards. They analyze and interpret informationmal test and are taught how to formulate arguments based on the content of the text. Teachers use the technology of the SMART Board to design effective lessons. Lessons are enhanced visually for English Language Lerners and teachers make extensive use of audio and video CDs and ancillary materials and resources.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Each English and math class has double periods which is 400 minutes a week in each class, in addition to the content-area instrucion and the mandated ENL/ELA instrucion. Home language support is delivered through technology including, but not limited

to, ipads, listening devises, google translator, native language glossaries, etc, The program model of ENL is only for English as new language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We ensure that all ELLs receive RTI programming will provide Tier II, Tier III intervention to remediate all basic skills that are deficient. Students are placed in RTI by grade levels, which is age appropriate. Students are given the opportunity to join in enrichment programs such as GAME 24. For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, the school must determine the additional support services to provide the student, taking into consideration evidence such as the following: Number of years of instruction in English as a new language program, English and home language literacy, Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE), English and home language literacy needs of long-term ELLs, Results on the annual English language proficiency assessment exam, Bilingual education or English as a second language teacher recommendation, Content area teacher recommendation, and Parent or guardian request. Services and resources are differentiated to include ELL methodologies, including but not limited to, structured lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. Teachers include vocabulary and language development, as well as, a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not reliant on advanced language skills. Teachers will use explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks. Teachers differentiate lessons and tasks.
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).
A student parent orientation is given just before the start of the new school to assist and inform new ELL and 6th grade students to our school.
The parent coordinator provides a tour and meets with new ELL students when necessary throughout the year. All main office staff contacts the ESL team including grade Assistant Principal, guidance counselor and ESL teacher to meet with all new admits who register at our school throughout the year.
19. What language electives are offered to ELLs?
Spanish is the language that is offered.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. We offer a strong professional development program for staff serving English Language Learners. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher academies. Teachers, Guidance Counselors and Assistant Principals share research-based Bilingual/ESL methodologies and practices in order to enhance English Language Learners' performance in ESL, ELA and ESL content-area classes (as mandated by Federal Legislation) and their performance on the NYSESLAT. In accordance with the New York City Department of Education's Children First guidelines, the interdisciplinary teams of teachers collaborate to incorporate six main types of scaffolding. They ensure that ELLs benefit from strong instruction in English through a rigorous core academic curriculum. We focus on sharing practices that accelerate language acquisition and content-area skills mastery, focusing on skills that are especially challenging for ELLs. We ensure continuity of initiatives by using specialized curricula developed over the years. Interdisciplinary teacher teams meet to share ESL methodologies and practices and to be trained in assessment methodologies. Professional development efforts have also been focused on the development of training packets for English Language Learners to familiarize them with the terminology of the ELA State test Tasks. This year a major focus will be the continued implementation of the Common Core Standards with special emphasis on Reading Standards 1 and 10 and Writing Standard 1. We shall continue to focus on using the ELL Predictive Assessment, Periodic Assessment, Pupil Path, and SchoolNet to empower teachers to tailor instruction to the diverse needs of our ELLs. Pupil Path which we purchased last year, is a student information system for tracking student grading data. It enables teachers to get in touch with parents by sending weekly emails regarding student's status and has an integrated online grade book. We conduct professional development for all teachers of ELLs so that they can better serve students. Members of teams will continue to turnkey methodologies at department meetings and through small learning communities. Through the integration of local, state and federal funds over the years, the ESL/Foreign Language Department has made significant strides to ensure that teachers of ELLs are better able to teach to the higher standards.

After determining instructional needs based on testing data, we anticipate the continued need to foster collaboration among staff and supervisors and to train interdisciplinary professional development teams to drive best practices into the classrooms of English Language Learners by addressing the following:

Danielson's Framework for Teaching
Understanding MOSL
Formative and Summative Assessments
Looking at Student Work and Establishing Protocols to Analyze Student Work
Use of data from the ELL Periodic Assessment, NYSESLAT, NYC Performance Test, PupilPath, SchoolNet and State exams
Instruction/Data-Driven Lesson Planning
Implementing the Universal Design for Learning Guidelines: Scaffolding and Differentiating Instruction to Accommodate to the Learning Styles and Learning Rates of ELLs
Sharing of Best Practices for Implementing the Common Core Standards
Technology Training
Backward Design of units and organization of instruction around Big Ideas and Essential Questions in each discipline.
Development of questioning techniques to engage students in the learning process; to promote Accountable Talk and the implementation of structured group work methodologies, and to facilitate the development of higher-order thinking skills.
Alignment of curricula with assessments.
Use and design of rubrics.
Sharing of Best Practices for Preparing English Language Learners for NYSESLAT and the ELA State Examination
NYSESLAT training (administration and scoring)
Infusing the Common Core Standards and the UDL Guidelines in ESL Curriculum Maps
Implementing Strategies for the Development of Cognitive/Academic Vocabulary
Closing the Achievement Gap for ELLs
Dealing with Students in Crisis
ELL Mandates
Common Core Lesson Plan
Dealing with Students in Crisis
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?

We offer a wide range of professional development opportunities to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. In Department Meetings and teacher team meetings we continually revise and update curricula to reflect alignment with the Common Core and UDL Guidelines. We work on lesson planning through Backward Design and train teachers in infusing the CCLS and the UDL Guidelines into their lessons. We train teachers in designing effective questioning techniques to strengthen their lessons by infusing academic rigor in accordance with the CCLS. In teacher teams we examine student work and develop protocols for assessing student work in light of the CCLS and the UDL Guidelines. Through Through Faculty

Meetings, Department Meetings and Professional Development Workshops teachers share best practices for implementing the CCLS across the disciplines. We will use data from the ELA predictives for the Common Core ELA State Exam to inform instruction in terms of empowering students to formulate and defend arguments based on the reading and interpretation of informational text. In Title III Professional Development workshops interdisciplinary teacher teams share methodologies for assessing student work in light of the CCLS. The NYC News and Opportunities for ELLs is distributed on a weekly basis.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff is supported to assist ELLs as they transition from grade school to junior high school by focusing on student attendance patterns in the ninth grade, apprising staff of guidance supports and academic interventions. Training in data gathering tools and student information systems like SchoolNet and PupilPath will greatly enhance our teachers' capacity to lead 6th graders to transition more easily into junior high school and 8th graders transition into high school.
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.

We continue to conduct ongoing training for all staff through teacher teams, department meetings, staff development days and other staff trainings throughout the school year. There are four two-hour trainings scheduled in the Fall Semester of 2015. All newly-hired staff is given the following resource: Every Teacher's Toolkit: Closing the Achievement Gap for English Learners, published by Pearson Longman. We also avail to all staff ELL training via NYC DOE. As per CR Part 154.2 Professional development via lunch and learns for all staff, PLC UFT embedded professional development and PLC days. With the use of the UFT embedded Professional Learning communities our teachers will: form a book study and application on ELL strategies with ELL teacher team. Looking at ELL student work with a protocol to modify curriculum and/or lesson plans/units. There is peer to peer coaching.

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?

We continue to offer outreach to parents/guardians of our English Language Learners through multilingual Placement, Continued Entitlement, Non-Entitlement, Parent Choice, Title III letters, multilingual announcements and multilingual Schoolmaster outreach. In accordance with CR Part 154 and Title III, parent orientation sessions are conducted in English and in the languages of our major populations (an on an ongoing basis for over-the-counter students) so that parents can be provided with appropriate information to make informed decisions and choices regarding the placement of their children in the appropriate programs. Parents are informed about state standards, assessments, school expectations, the discipline code, programming, and diploma requirements for Bilingual Education, Dual Language and English as a Second Language Programs. Individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas. We encourage parents of English Language Learners to participate in school events, especially PTA conferences and Parent Orientations. During the orientation, schools also provide information on standards, curriculum, and assessments. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. This year we have scheduled Title III Parent Meetings on the same evenings as Schoolwide PTA meetings and after the Title III Professional Development Meetings for staff support. We provide translators in the major languages at these meetings. We will continue to host multicultural events to celebrate and validate the cultures represented by our English Language Learners. We conducted a Parent Orientation session for parents of new students. At this meeting we explained the continued entitlement letters and explained in detail the three program options for parents: dual language, transitional bilingual and freestanding ESL. We explained to parents that we consider their preferences and when we have twenty students speaking the same language on the same grade level and there is enough interest, we will offer a bilingual program. We conducted a Parent Orientation Session for parents of English Language Learners new to the DOE. (This was described in the first section of this document). To date we have scheduled five Title III Parent Meetings throughout the year. We have scheduled meetings for parents of Chinese, Haitian and Spanish ELLs. We shall schedule meetings for other language groups as the year progresses. At each meeting we continue to review the three programs available to ELLs and parent options. The following are the topics for Title III Parent Meetings: Implementing the Common Core Learning Standards: College and Career Readiness; Preparing English Language Learners for the ELA state test; Preparing English Language Learners and Parents of English Language Learners to use Pupil path for Communication; Preparing English language Learners for the NYSESLAT. At the PTA meetings we provide translators in the major languages through the Translation Plan. In the Fall Semester each year we mail parents of ELLs individual Parent Reports for the NYSESLAT. We offer Parent Trainings to explain the data.

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.

One on One conferences through UFT embedded parent engagement meetings. Parent Coordinator facilitates meeting along with translators. Phone calls via school messenger translated into home language. School web page with translated version. Pupil Path e-mail with built in translator. There is constant outreach to all of our parents. The following are the topics Parent Meetings: Implementing the Common Core Learning Standards: College and Career Readiness; Preparing English Language Learners for the ELA state test; Preparing English Language Learners and Parents of English Language Learners to use Pupil path for Communication; Preparing English language Learners for the NYSESLAT. At the PTA meetings we provide translators in the major languages through the Translation Plan. In the Fall Semester each year we mail parents of ELLs individual Parent Reports for the NYSESLAT. We offer Parent Trainings to explain the data. We do an outreach via backpack, school messenger calls and PupilPath all of which are in the parents preferred language. Records of all the above are kept in room 338 and/or with the parent coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent Coordinator facilitates meeting for academic intervention. Teachers meet with parents during the UFT embedded Parent involvement. The following are the topics for Title III Parent Meetings: Implementing the Common Core Learning Standards: College and Career Readiness; Preparing English Language Learners for the ELA state test; Preparing English Language Learners and Parents of English Language Learners to use Pupil path for Communication; Preparing English language Learners for the NYSESLAT. At the PTA meetings we provide translators in the major languages through the Translation Plan. In the Fall Semester each year we mail parents of ELLs individual Parent Reports for the NYSESLAT. We offer Parent Trainings to explain the data. All communication is translated into the parents preferred language. The Parent Coordinator is part of the

administrative team working under the supervision of the principal. The Parent Coordinator will engage with and involve parents in the school community by working with the principal, school staff, school leadership team, parent associations. Parent coordinators duties include: Increased parent involvement in the school by working closely with all school, parent and community organizations. Serves as facilitator for parent and school community concerns and issues including; ELL parent meetings, school policies or facilities issues. Conducts outreach to engage parents in their children's education. Convenes regular parent meetings and events around topics of key concerns to parents. Attends parent meetings along with the principal. Works with the school parent association to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660. Serves as a school liaison to Central and Field-based parent support staff. Maintains ongoing contact with community organizations that are involved with providing services to the school's educational program. Organizes back to school and other events to increase parental and community involvement and creates a welcoming school environment to all parents.

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

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

The parent surveys help us to evaluate the needs of the parents. Parent coordinator's outreach to the parents. ENL licensed teacher outreaches to the parents. Individualized meetings during the UFT embedded parent engagement. The Parent Coordinator will engage with and involve parents in the school community by working with the principal, school staff, school leadership team, parent associations. Parent coordinators duties include: Increased parent involvement in the school by working closely with all school, parent and community organizations. Serves as facilitator for parent and school community concerns and issues including; ELL parent meetings, school policies or facilities issues. Conducts outreach to engage parents in their children's education. Convenes regular parent meetings and events around topics of key concerns to parents. Attends parent meetings along with the principal. Works with the school parent association to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660. Serves as a school liaison to Central and Field-based parent support staff. Maintains ongoing contact with community organizations that are involved with providing services to the school's educational program. Organizes back to school and other events to increase parental and community involvement and creates a welcoming school environment to all parents. The Translation & Interpretation Unit helps the New York City Department of Education work with families who need help communicating in English. The Unit offers New York City public schools written translation and over-the-phone interpretation services. Multi lingual educators as well as , Google Translator as a form of translation. There posted multilingual signage notifying parents of the availability of language services.

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

Our parental involvement activities address the needs of parents to become familiarized with the DOE Website, PupilPath, SCHOONET, school programs, school and promotional requirements, graduation requirements and important assessments. We also hold sessions to help parents help their children cope with transitioning into a new environment and a new school system.

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: <u>22K278</u>	
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)
D. Garofalo	Principal		6/29/15
J. O'Connell	Assistant Principal		6/29/15
M. Barr	Parent Coordinator		6/29/15
T. Skalet	ENL/Bilingual Teacher		6/29/15
T. Russo	Parent		6/29/15
E. Heyman	Teacher/Subject Area		6/29/15
S. Gaskowitz	Teacher/Subject Area		6/29/15
K. Shedd	Coach		6/29/15
J. Kelly	Coach		6/29/15
N. Dougherty	School Counselor		6/29/15
J. Bove	Superintendent		6/29/15
N. Hemmings-Noble	Borough Field Support Center Staff Member _____ Brooklyn South		10/29/15
L. Maniscalco	Other <u>IEP</u>		6/29/15
J. Moscarello	Other <u>Related Services</u>		6/29/15
	Other _____		6/29/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K278** School Name: **I.S. 278**
Superintendent: **Mrs. J. Bove**

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.

Children's home language surveys and informal student and parent questionnaires determine the interpretation and translation needs of our school. There are multiple school created reports regarding parent preferred language. Each of our school created reports are based on ATS reports such as HLIS, RAPL. Language survey forms are reviewed to see which languages are spoken in our students' homes. In addition, the parent surveys affords us the opportunity to learn which language parents prefer. Parent needs are identified and addressed through the SLT, PA meetings, through the Parent Coordinator and the Learning Environment survey. Paraprofessionals and teachers serve as translators to parents during Parent Teacher Conferences. Translation equipment and bilingual staff are available for meetings and conferences. Professional resource books are available for ELL parents in the Parent Coordinator's office and in the school library. Parent surveys are issued periodically to continually assess needs and efficacy of services provided. From those surveys, we provide activities which meet the needs of those parents. Finally, emergency contact cards are checked as they contain parent language preference. Data is collected and updated quarterly or upon new admission.

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.

Our school has a diverse population of students. Our parents speak Russian, Spanish, Urdu and Chinese, to name a few. Translations issues have never presented themselves, Parents were informed of this information at a recent PTA meeting. In addition, staff members have also received the translation

phone number from the DOE. Every document that is sent home is translated into the parents preferred language. Each backpacked letter has been sent home beginning of the school year throughout the schoolyear. Each progress report can be translated via pupilpath into their home language. During each marking period teachers contact parents regarding academic and social progress, translation is given at parents request. Parent involvement is a major part of students success. Some of the parents of our ELL's are new to the country but some have lived in the US for many years. However many of them are not familiar with the elementary and secondary schools in the US and how they operate. Therefore it is difficult for them to navigate our school system and to find the benefits that can be afforded/benefit their children. Therefore they need guidance as they go through the process.

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.)

DOE employees, teacher volunteers and parent volunteers provide written translation services. Our school has purchased a Poster Printer Maker to enable the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the language identified in the RAPL and/or home language survey. These posters will be in our located in the main lobby and on the Parent Coordinator's bulletin board. It is important to provide this information to parents in their home language and/or preferred language in order to increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information. All backpacked letters, all mailed letters and all pertinent information are translated using the DOE employees, teacher volunteers and parent volunteers. Also available is Direct access to over-the-phone interpretation services for schools. This information has been disseminated to all staff members. All information is posted on the website which has the ability to translate into home languages.

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.

Parents are informed about state standards, assessments, school expectations, the discipline code, programming, and diploma requirements for Bilingual Education, Dual Language and English as a Second Language Programs. Individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas. We encourage

parents of English Language Learners to participate in school events, especially PTA conferences and Parent Orientations. During the orientation, schools also provide information on standards, curriculum, and assessments. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. This year we have scheduled Title III Parent Meetings on the same evenings as Schoolwide PTA meetings and after the Title III Professional Development Meetings for staff support. We provide translators in the major languages at these meetings. We will continue to host multicultural events to celebrate and validate the cultures represented by our English Language Learners. We conducted a Parent Orientation session for parents of new students. At this meeting we explained the continued entitlement letters and explained in detail the three program options for parents: dual language, transitional bilingual and freestanding ESL. We explained to parents that we consider their preferences and when we have twenty students speaking the same language on the same grade level and there is enough interest, we will offer a bilingual program. We conducted a Parent Orientation Session for parents of English Language Learners new to the DOE. (This was described in the first section of this document). To date we have scheduled five Title III Parent Meetings throughout the year. We have scheduled meetings for parents of Chinese, Haitian and Spanish ELLs. We shall schedule meetings for other language groups as the year progresses. At each meeting we continue to review the three programs available to ELLs and parent options. The following are the topics for Title III Parent Meetings: Implementing the Common Core Learning Standards: College and Career Readiness; Preparing English Language Learners for the ELA state test; Preparing English Language Learners and Parents of English Language Learners to use Pupil path for Communication; Preparing English language Learners for the NYSESLAT. At the PTA meetings we provide translators in the major languages through the Translation Plan. In the Fall Semester each year we mail parents of ELLs individual Parent Reports for the NYSESLAT. We offer Parent Trainings to explain the data.

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.

Students will be informed of the availability of translation services and written notices will be sent home. The school messenger system provides attendance/lateness information in three languages: Spanish, English and Russian. For information related to school activities and functions, translation is provided for all languages represented at our school. Documents and policies sent home are provided by the NYC. It is important to provide this information to parents in their home language and/or preferred language in order to increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information. All backpacked letters, all mailed letters and all pertinent information are translated using the DOE employees, teacher volunteers and parent volunteers. Also available is Direct access to over-the-phone interpretation services for schools. This information has been disseminated to all staff members. All information is posted on the website which has the ability to translate into home languages. Department of Translation and Interpretation Unit. All information is posted on the website which has the ability to translate into home languages. According to Chancellors Regulations A-663 The Bill of Rights and Responsibilities are distributed to all students including ELL students within the first two weeks of the new school year in English and the nine translated versions as per the ATS flag.

Welcome signs and availability of translation services are posted/displayed in the main lobby of the school building. Staff members are available to translate for parent meetings in Spanish, Hebrew, Italian, Russian, Haitian Creole, Turkish and French. If communication is needed for other languages than listed above, hand held translators are available in the building to facilitate communication in both parent and

student meetings in school.

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.

It is important to provide this information to parents in their home language and/or preferred language in order to increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information. All backpacked letters, all mailed letters and all pertinent information are translated using the DOE employees, teacher volunteers and parent volunteers. Also available is Direct access to over-the-phone interpretation services for schools. This information has been disseminated to all staff members. All information is posted on the website which has the ability to translate into home languages. According to Chancellors Regulations A-663 The Bill of Rights and Responsibilities are distributed to all students including ELL students within the first two weeks of the new school year in English and the nine translated versions as per the ATS flag.

Welcome signs and availability of translation services are posted/displayed in the main lobby of the school building.

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.)

Teachers of ELL 's regularly attend literacy and math professional development sessions in which modifications and adaptations for language acquisition and reinforcement are addressed. New curricula in social studies and science have "built in" ELL support. Workshops for "looking at student work" of ELLs enables teachers to constantly realign instruction according to student needs. Analyses of performance on NYSESLAT take place in ELL workshops. All teachers receive training in the use of Skedula data which leads to the formation of goals for individual students. Our professionals have received training in Great Leaps and REWARDS, and have participated in a series of professional development workshops specifically targeting the ELL population. When available, teachers will attend workshops offered by DOE and D22. Strategies and activities for differentiation and academic language Within our regular professional development and common preparation periods we work collaboratively planning our lessons and evaluating students' work and data to ascertain the language and cognitive demands of tasks aligned to standards. Ongoing assessment strategies such as portfolios, tests and different kind of assignments are used to determine students' success or weakness. In our collaborative planning assuring that students' language proficiency grows increasingly more complex. Our teachers are experienced and fully certified that promote student academic and social development.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

All information is posted on the website which has the ability to translate into home languages. According to Chancellors Regulations A-663 The Bill of Rights and Responsibilities are distributed to all students including ELL students within the first two weeks of the new school year in English and the nine translated versions as per the ATS flag. Welcome signs and availability of translation services are posted/displayed in the main lobby of the school building. Students will be informed of the availability of translation services and written notices will be sent home. The school messenger system provides attendance/lateness information in three languages: Spanish, English and Russian. For information related to school activities and functions, translation is provided for all languages represented at our school. Documents and policies sent home are provided by the NYC Department of Translation and Interpretation Unit. In addition, two teachers are fluent in the Spanish language. Hand held devices are available in the parent coordinator, assistant principal and principals office to facilitate translation to parents and students in these languages as well as Punjabi, Arabic, Urdu, Bengali and Chinese. The ESL teacher provides oral communication in Russian and French for parents whose home language is as such. google translator is used to send written communication in the same languages flagged in ATS for the above mentioned languages on the same day notices and written communication is sent home to our English speaking students.

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)

Parent survey, learning environment survey, parent coordinator in conversation with parents address parent needs and assure that they are met. The parent coordinator along with translators have informal conversations regarding parent needs and assess as necessary. The feedback is formal parent survey, and informal through conversation.