



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	32K299
School Name:	P.S. 299 THOMAS WARREN FIELD
Principal:	WILMA KANOVA KIRK

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Thomas Warren Field School School Number (DBN): 32K299
Grades Served: Pre-K - 5
School Address: 88 Woodbine Street Brooklyn, New York 11221
Phone Number: 718-473-8230 Fax: 718-574-1080
School Contact Person: Wilma Kirk Email Address: WKirk2@schools.nyc.gov
Principal: Wilma Kirk
UFT Chapter Leader: DeNeil Pollack-Campbell
Parents' Association President: Richard Bentham
SLT Chairperson: Sharon George
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): NA

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue, Brooklyn, New York 11221, Room 300
Superintendent's Email Address: LDruck@schools.nyc.gov
Phone Number: 718-574-1100 Fax: 718-574-1245

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, New York 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-2382

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Wilma Kirk	*Principal or Designee	
DeNeil Campbell	*UFT Chapter Leader or Designee	
Richard Bentham	*PA/PTA President or Designated Co-President	
Cynthia Dowdy	DC 37 Representative (staff), if applicable	
Bibiana Hoyas	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sharon George	Assistant Principal	
Diane Lopez	UFT / Teacher	
Bibiana Hoyas	Member/ Parent	
Jessica Faminia	Member/ Parent	
Cetina Williams	Member/ Parent	
Jennifer Saintvil	Member/ Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Thomas Warren Field is an elementary school with 350 students from Pre-Kindergarten through Grade 5. The school population is comprised of 52% African American and 48% Hispanic students. The student body includes 16% English Language Learners, 26 % Special Education Students and 95% of students receive free lunch. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014-2015 was 90.6%.

Bushwick as a neighborhood is having a renaissance. The neighborhood like many others in New York City is quite multicultural.

P.S. 299 has an on-going collaboration with the Salvation Army and Target, to host a monthly food pantry for our families and afterschool homework assistance. Our 5th graders have conducted a service project serving the less fortunate for Thanksgiving and was greatly received and appreciated. Other strategic partnerships and community based collaborations include: The Brooklyn Botanical Gardens, Studio in a School, Ballet Tech, Junior Tennis League, Downstate Medical Center, Touro College, Lehman College, and Intrepid Air, Sea and Space Museum as well as others.

We are working this year to expand our service learning work and will be visiting a service in schools partners this school year to find other external partnerships for our school expanding our project as it relates to student and family health.

There is a climate of equality where everyone works as one. There is an atmosphere of "pitching in." People do their jobs and offer their unique talents and abilities wherever they will have a positive impact. We work together and each of us does our job. This stems from a leadership style of openness and trust. People hold themselves accountable to complete their work and to work together to assist others. We have an environment of mutual support.

The school's Mission Statement is :

"Through home, school and community partnerships, the administration, teachers and staff of P.S. 299K are committed to helping students to become lifelong learners, creative thinkers and productive citizens. This will be achieved through relevant instruction in and out of the classroom, with the realization that, "It takes a village to raise a student's achievement and performance standards".

Principal's Vision: My vision is for all of our students at P.S. 299 to be successful scholars taught by the most effective teachers. Students will feel confident developing positive social skills as well as academic skills preparing them for college and careers. **The School Motto** is: I believe I can score a level 3 or a 4, Like an eagle I will soar! **The School Code** is: Be Present, Be Prompt, Be Prepared, Be Polite, Be Productive

The school's strengths are collaboration amongst teachers and reaching out to new staff members with support. The school's accomplishments are that the school has become a learning community where teachers share best practices and teaching strategies with each other. Teachers also open their classroom doors for inter-class and inter-grade visitations with a particular focus followed by debriefing. Teachers have also opened their classroom doors for teachers from other schools to share teaching strategies.

The school's challenges are moving our English Language Learners and Students with Disabilities further along academically and bridging the gaps in instruction and academic performance especially in English Language Arts and Mathematics.

The DTSDE Tenets which P.S. 299 has made the most growth during the previous year were Tenet 2.5: the use of data and mid-management effectiveness and Tenet 3.4: teacher collaboration. Teachers made significant progress in teaching practices in domains 2 and 3 on the Danielson Teaching Framework. By the end of the 2014-15 school year, all teachers were rated "effective" (with the exception of two teachers); one of our teachers received a "highly effective" rating.

The elements of the Framework for Great Schools in which the school made the most progress over the past years were:

1.1 Rigorous Instruction in which there was rigorous and coherent curricula in all subjects accessible for a variety of learners and aligned to Common Core Learning Standards.

1.2 Collaborative Teachers engaged in structured professional collaborations on teams using an inquiry approach that promoted shared leadership and focused on improved student learning.

The key areas of focus for this school year will be Questioning and Discussion techniques along with student led discussions.

Our element from the QR in which we were rated developing are:

3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

5.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

32K299 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	349	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		91.3%	% Attendance Rate	90.0%
% Free Lunch		92.9%	% Reduced Lunch	3.2%
% Limited English Proficient		14.7%	% Students with Disabilities	24.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	52.0%
% Hispanic or Latino		47.5%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White		0.3%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		6.99	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	8.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		20.5%	Mathematics Performance at levels 3 & 4	28.8%
Science Performance at levels 3 & 4 (4th Grade)		88.1%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	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		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Teachers are continuing to effectively move toward analyzing and using data in order to make thoughtful targeted adjustments in their instructional practices for students needing extra support.		
Our school’s strengths are as follows:		
<ul style="list-style-type: none"> There is a mutual culture of trust and positive attitudes that supports the academic and personal growth of students and staff. QR 1.4 The Danielson Framework for Teaching is used to communicate high expectations for rigorous instruction and learning. QR 3.4 School Leadership evaluates the effectiveness of instructional practices with a focus on promoting professional growth and reflection, thereby impacting classroom instruction. QR 4.1 		

Part 2 – Annual Goal

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

Goal#1

By June 2016, teacher teams will monitor and refine the curricula to support the Common Core Learning Standards by focusing on questioning and discussion techniques along with multiple entry points for all groups of students across all content areas and grades as measured by an increase in student achievement and the use of progress tracking forms. (QR 1.2/DTSDE 3.2)

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? (include school, educational consultants and/or CBO staff)</p>
<p>Professional development is designed to meet the differentiated needs of the teacher teams including designing coherent instruction and using assessment in instruction.</p> <p>PD on strategies to be presented/shared with teachers and implemented this year in our school for ELLs and SWDs:</p> <ul style="list-style-type: none"> • Creating push-in team work to target 	<p>All teachers Grades K-5 (including ELL & SWDs)</p>	<p>Sept. 2015- June 2016</p>	<p>Professional Learning Committee (PLC) will be responsible. The PLC and Administrators will oversee the activities</p>

<p>ENLs and SWDs using an RTI model</p> <ul style="list-style-type: none"> • Creating pull out labs for ENLs and SWDs using an RTI model • Creating pull-out lab sites using RTI hands on special techniques and strategies to target individual student needs 			
<p>Teachers will follow a school-wide protocol for looking at and analyzing student work and other data</p>	<p>All teachers Grades K-5</p>	<p>Sept. 2015- May 2016</p>	<p>All teachers will be responsible. Roles during teacher meeting times will be rotated. Administrators will oversee.</p>
<p>Teachers will plan together in preparing the contents for ELA and Math Student Portfolios based on the CCLS. Tasks will be rigorous and students will be provided with actionable feedback</p>	<p>All students will have at least two portfolios</p>	<p>October 2015-June 2016</p>	<p>All teachers will be responsible for implementation of the portfolios and the process will be overseen by Administration.</p>
<p>Parents will become familiar with the CCLS in ELA and Math with helpful tips and in understanding how to support their children at home in order to succeed academically in school</p>	<p>Parents Grades PreK - 5</p>	<p>October 2015-June 2016</p>	<p>Parent Coordinator Teachers and Support Staff</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.

Per session/per diem opportunities will be provided for lead teachers and PLC members to accommodate adjustments in teacher schedule during:

- professional development and involvement
- in after school programs;
- supplemental Common Core aligned materials for After-School programs;
- professional resources and materials for teachers;
- and parent resources including Parent Academies during the school week and weekend with refreshments included

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

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

We received a Quality Review rating of developing in 2013-2014 and a proficient during 2014-2015 in the area of: teachers implementing a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involve student reflection, tracking of, and ownership of learning. This year some a staff member will be attending sessions all year for professional development in formative assessment and administration will coach her to turnkey what is learned.

February 2016 will be our mid-point benchmark. Teachers will look at various data to monitor the progress of their students, in order to make adjustments to the instruction as needed. We will also look at the various professional development opportunities that staff attended to improve their questioning and discussion techniques.

- Progress monitoring in formative assessment and re-teaching using different strategies to periodically monitor student learning will be a focus and will be observed by building leaders during formal and informal teacher evaluations.
- Formative assessment/ periodic progress monitoring of special education student goals, and ENLS in lab site classrooms using the RTI model will be studied to replicate successes in other classrooms.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school’s strengths include, but are not limited to:</p> <ul style="list-style-type: none"> Teachers are supported by each other as they work collaboratively. The entire school embraced a Book of the Month “Have You Filled A Bucket Today” and the positive language used in the literature was known by all and used by all students. The school works cohesively to establish a respectful, caring environment that promotes adult learning and enhances students; academic and personal growth via PBIS & PATH High expectations for student growth are conveyed to the entire community The common areas for students: lunchroom, playgrounds and hallways are safe and orderly The school engages in positive incentives program that rewards students for exemplary behavior All adults follow protocols for keeping the school orderly and safe Students engage in self expression through the arts which allow a diversity of learning styles to be embraced as the school continues to apply for grants to augment our enrichment through the arts 		

Part 2 – Annual Goal

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

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

Goal #2

By June 2016, there will be a 3% decrease in the number of chronically absentee students when compared to 2015 attendance data as impacted by parent outreach by family workers, guidance counselors, staff and administration as evidenced by logs, attendance, and ATS reports. (QR 3.1/DTSDE 5.4).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will teach lessons from “Promoting Alternative Thinking Strategies” otherwise known as the</p>	<p>Students in Grades K-5</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, Guidance Counselor, SAPIS</p>

PATH Curriculum for at least 30 minutes a week. Parents are aware of the lessons from the curriculum			Worker and Administrators
Attendance Team will hold bi-monthly meetings to discuss students who have chronic attendance problems and develop next steps	Targeted students	Sept. 2015-2016	Team members, Attendance teacher, Administrator and Social Worker from local shelter
Assistance will be provided to students and families to ensure that students who are coming to school are supported by our partnerships with outside agencies: <ul style="list-style-type: none"> • SAPIS worker outreach to students • Social workers • Guidance counselor outreach to families as needed 	Targeted students & their families	Sept. 2015- June 2016	Guidance Counselor, Sapis
Teacher and parent conferences to continue to monitor student attendance and strategize for success: <ul style="list-style-type: none"> • Teachers will share student data, • Specific techniques and strategies for working with students • And social emotional qualitative data 	All students	Sept. 2015- June 2016	Teachers, parents

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.

Student incentives for 100% attendance and certificates for those most improved. Resources, literature, games and videos will be provided to enable multiple entry points for all students. Per diem/per session opportunities will be provided to enhance teacher participation and attendance at professional development workshops as well as to enable teachers to work with students while parents are engaged in meetings and workshops.

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

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

We will continuously monitor student attendance through: individual sessions/parent meetings, telephone calls/home visits and letters home. We will have individual folders to record information and steps taken to increase student attendance. In addition we will review the ATS reports generated to monitor attendance. *RISA (daily, weekly and monthly

- Progress monitoring through the PPT team on a monthly basis and/or monitoring by the family worker to do outreach
- Student data from previous years will be accessed and monthly analysis will be done to establish progress and comparison of attendance percentage for the student from the perspective of past monthly attendance

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
According to the QR from last year, it was noted that there was collaboration amongst teachers in planning lessons and units of study. There were classroom visitations that were conducted as well for teachers to view best practices. Teachers will continue to provide multiple entry points for all students. The planning will take place at least twice a week.		

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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Goal #3
By June 2016, 100% of teachers across Grades K-5 will strengthen formative and summative assessment practices, including student self-assessments so that assessment data leads to targeted teaching adjustments as measured by administrative observations, lesson plans and improvement in State ELA and math scores of 2 to 5%(QR 2.2/DTSDE 4.5)

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will continuously assess power strands using multiple forms of assessment and include data in school-wide tracking forms. The data will be used to adjust the pacing of lessons and inform student grouping; this information will be shared with parents on an on-going basis:</p> <ul style="list-style-type: none"> • at parent teacher conferences, and at 	<p>Teachers /Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers of Grades K-5 including Teachers of Ells and Students with Disabilities</p>

parent visitation nights <ul style="list-style-type: none"> during PTA meetings and other special events such as grandparent’s day, bring your father to school day, etc. 			
Teachers will assess reading lessons/tasks daily using a school-wide teacher created tracking form. Data will be used to make adjustments to the curriculum and inform student groups	Teachers /Parents	Sept. 2015- June 2016	Teachers of Grades K-5 including Teachers of Ells and Students with Disabilities
Teachers will continue to evaluate MOSL data and ELA & Math Benchmark data. Analysis of assessments will be used to create action plans, make adjustments to the curriculum and further differentiate instruction	Teachers /All Students	Sept. 2015- June 2016	Teachers, A.P.
Professional Development to provide assistance with data analysis and resources	Teachers &Network Support	Sept. 2015- June 2016	Teachers, A.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.											
Coverage for teacher attendance at workshops in and out of the school as well as materials and planning time after school.											
Resources will include, but not be limited to:											
<ul style="list-style-type: none"> Administration Fellow colleague inter and intra-visitations DOE PD session regionally or citywide 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 5 – Progress Monitoring

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

Per diem coverage to accommodate teacher attendance at workshops in and out of the school, resources and materials and per session opportunities will be provided to enable increased teacher planning time after-school. Progress will be monitored through benchmark:

- DIBLES
- Running records
- Descriptive feedback changes
- Student writing samples and performance tasks
- MOSL exams

Strategies for SWDs and ENLs to be implemented this year:

- Creating push-in team work to target ENLs and SWDs using an RTI model
- Creating pull out labs for ENLs and SWDs using an RTI model
- Creating pull-out lab sites using RTI hands on special techniques and strategies to target individual student needs

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the QR from last year, teachers were observed using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. School Leaders emphasize and insist on maintaining a culture of mutual respect and positive attitudes that support the academic and personal growth of students and adults. According to the Fall 2015 the Principal's Performance Observation (PPO), the feedback was that the Principal implements a range of strategies to communicate high expectations across the entire school community, offering appropriate supports, and utilizing transparent accountability measures, which result in sound family partnerships and student advancement.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Goal #4:</p> <p>By June 2016, 100% of classroom teachers will engage in a series of professional development around our school-wide instructional foci of questioning and discussion techniques to be led by teachers and administration, as measured by</p>

agendas, sign-in sheets teacher reflections and an increase in student questioning and discussion performance. (QR 4.1/DTSDE 2.4)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional Development will occur every Monday for 80 minutes based on topics of need and interest as expressed by teachers on a professional development survey built on trust.</p>	<p>Pedagogical staff from grades Pre-K-5</p>	<p>Sept. 2015- June 2016</p>	<p>Professional Learning Committee and Administrators</p>
<p>Professional Learning Committee will meet at least once a month after school to plan differentiated professional development</p>	<p>Teachers on the committee</p>	<p>Sept. 2015- June 2016</p>	<p>PLC staff and Administration</p>

for the teachers and paraprofessionals with concentration on our instructional focus			
<p>There will be a Lesson Study conducted. The new teachers will also benefit from the Lesson Study. The teachers trusted themselves and each other in assessing grades and learning the new math curriculum and standards</p> <p>Professional development will continue in the areas of:</p> <ul style="list-style-type: none"> • Close reading • Questioning techniques and Discussion • Student Engagement 	<p>New teachers and teachers new to a grade</p>	<p>Jan. 2016- Feb. 2016</p> <p>6 week cycle</p>	<p>Administrators</p>
<p>Professional Development for Teachers will impact ELLS and SWDs by:</p> <ul style="list-style-type: none"> • Creating push-in team work to target ENLs and SWDs using an RTI model • Creating pull out labs for ENLs and SWDs using an RTI model • Creating pull-out lab sites using RTI hands-on techniques and strategies to target individual student needs 	<p>All teachers of ENLs/SWD Students</p>	<p>October 2015-June 2016</p>	<p>Teachers and Administration</p>

Part 4 – Budget and Resource Alignment

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

Coverage for teacher attendance at workshops in and out of the school as well as materials and planning time after school. Presenters from various support organizations for professional development. Per-session and per Diem to cover teachers.

Resources will include, but not be limited to:

- Administration
- Fellow colleague inter and intra-visitations
- NYCDOE PD session, regionally or citywide

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

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 5 – Progress Monitoring

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

The Professional Learning Community Committee will meet between December 2015 and January 2016 to distribute another survey in which staff can provide feedback. The feedback will also be shared by administrators based on classroom visits and observations.

- Benchmark language abilities assessment will be used to measure effectiveness
- Student sumative assessments in the content areas will be used
- Administrative observations
- Teacher qualitative data gathered during teacher team meetings

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>P.S. 299’s strength is the improvement of student outcomes by addressing the needs of the families as well as the students qualitative data.</p> <ul style="list-style-type: none"> Research shows that an increase in parent involvement contributes to an increase in student achievement. There are strong family/community ties through continuous communication regarding student achievement through correspondence, workshops and partnerships. QR 3.4 <p>The school hosts many parent involvement activities not limited to:</p> <ul style="list-style-type: none"> Annual Bring Your Dad to School Annual Grandparents Day Monthly Food Pantry to provide ALL FAMILIES with fresh produce and other wholesome foods Art workshops held by Studio in a School. <p>Students data shows:</p> <ul style="list-style-type: none"> Our SWDs and ENL need further language development and RTI work All students need more opportunities to interact in collaborative group work and in questioning technique All students need more targeted work towards improvement in writing through better formative assessment 		

Part 2 – Annual Goal

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

Goal #5

By June 2016, 100% of classroom teachers will keep families informed of the students’ progress, the Common Core Learning Standards and how they can best support their children’s academic progress as measured by a 5% increase of parent attendance via tracking parent’s sign-in sheets at various events, the four parent teacher conferences, and workshops during the day, evening and weekends. (QR 3.4 /DTSDE 6.5)

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers will inform parents of their child’s academic and social progress by providing monthly progress reports.</p> <p>Pre-K parents will receive a work sampling report at least three times during the school year</p> <p>Teachers will provide parents with the data for SWDs and ELLs based on their targeted RTI work and</p>	<p>All parents of students K-5</p> <p>All parents of Pre-k students</p>	<p>Sept. 2015- June 2016</p> <p>November, March and June</p>	<p>Classroom Teachers overseen by Administrators and Pre-K Social Worker and PC</p>

<p>accelerated assessment models</p> <ul style="list-style-type: none"> • Creating push-in team work to target ENLs and SWDs using an RTI model • Creating pull out labs for ENLs and SWDs using an RTI model • Creating pull-out lab sites using RTI hands on special techniques and strategies to target individual student needs 			
<p>Parents were informed about the Common Core Standards and how the work in the classrooms reflects the standards and the shifts during Family Night, Parent Teacher Conference and during Tuesdays Parent Engagement time.</p>	<p>All Parents</p>	<p>Sept. 2015 November PTC</p>	<p>Teachers and Administrators</p>
<p>There will be many opportunities to familiarize parents about the Common Core Standards, text complexity, close reading for evidence and what parents should see in the child's backpack.</p>	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administrators, Parent Coordinator</p>
<p>Special meetings will be held on Saturdays for working parents to familiarize them with the Common Core Standards, social-emotional issues, information for families and students in temporary housing, grade expectations and other activities</p>	<p>All Parents Prek-5</p>	<p>January 2016-May 2016</p>	<p>Teachers. Administrators and Parent Coordinator (PC)</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.											
Materials and resources for parents, books for the parent lending library, books with listening tapes to support ENLs and SWDs.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Progress monitoring will be on-going after each school-wide parent teacher conference, Fall and Spring Family Engagement time after Tuesday Engagement Time as well as PTA meetings and workshops via attendance sheets and evaluations. By the end of January 2016, we will summarize our findings regarding communication and parent engagement and develop next steps for improvement.										
Professional development in the areas of formative and sumative assessments will be provided to teachers in several ways including, but not limited to:										
<ul style="list-style-type: none"> • Teachers/administrators share learning received at PD outside our building from our support center/DOE to facilitated internal professional development in our school building throughout the year. • Progress monitoring in formative assessment and re-teaching using different strategies to periodically monitor student learning will be a focus and will be observed by building leaders. • Formative assessment/ periodic progress monitoring of special education student goals, and ENLs in lab site classrooms using the RTI model will be studied to replicate successes in other classrooms should the work be fruitful. • Creating push-in team work to target ENLs and SWDs using an RTI model and accelerated progress monitoring • Creating pull out labs for ENLs and SWDs using an RTI model and accelerated progress monitoring • Creating pull-out lab sites using RTI hands on special techniques and strategies to target individual student needs 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Grades K-5 students who score on the intensive level based on the Dibels assessment. Grade 3-5 students who scored a level 1 or 2 on the NYS ELA Exam	Close Reading, Literacy work stations, Leap Track, Voyager Passport, After-school program, modeling, repeated practice, technology support	Small group and individualized instruction	During the school day, for a minimum of 2 periods per week for grades K-5
Mathematics	Grades K-5 students who score level 1 on the Fall Benchmark assessment	Math work stations, V Math, Go Math, After-school, modeling, repeated practice, technology support	Small group and individualized instruction	During the school day, for a minimum of 2 periods per week
Science	Grade 4 students who scored a level 1 on the 3 rd grade New York State ELA exam and 4 th Grade Students who scored	Close Reading, work stations, modeling, repeated practice, technology support. Out of classroom	Small group and individualized instruction	During the school day for a minimum of 2 periods per week

	0-25% on the 4 th Grade Science NYCPT	<p>personnel will also provide AIS services to identified students.</p> <p>The science teacher will provide added support for students identified as level 1</p>		
Social Studies	Students who are identified by their teacher based on results of the benchmark assessment and unit exams.	Close Reading, technology support, research based projects	Small group and individualized instruction	During the school day for a minimum of 2 periods per week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have been identified as chronic absentees as well as students whose academic are at risk	Guidance Counselor will discuss steps students can take	Small group and individualized instruction	During the school day for a minimum of 2 periods per week.

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.
Teaching candidates are vetted and hired centrally through the NYCDOE. This process ensures that all DOE teachers meet State eligibility requirements. The school, in turn, ensures that teachers are HQT for the subject and level being sought by working collaboratively with the Network Human Resources Director.
In addition, teachers will be working in teams to: <ul style="list-style-type: none"> • study student work samples and norming • examine their formative assessment techniques and strategies • have a better understand which techniques and strategies are working best for ENLs and SWDs

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Teachers and Paraprofessionals will be supported by : • The Administration through classroom visitations, brief cycles of observations, professional development in and outside the school building. • Weekly professional development on Mondays as determined by PD surveys and observations • Weekly Collaborative Team Meetings • Weekly Vertical Planning Meetings • Danielson Framework PD sessions • In addition, teachers will be working in teams to: <ul style="list-style-type: none"> • study student work samples and norming • examine their formative assessment techniques and strategies • have a better understand which techniques and strategies are working best for ENLs and SWDs

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

Part 4: SWP Schools Only

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

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

In order to assist preschool children from Early Childhood Programs, there is a parent orientation on the first day of school. The curriculum is common core aligned, there's joint professional development centered with a focus on the Chancellor's Instructional Expectations as well as professional development topics especially for pre-k teachers. There are numerous parent involvement activities such as the Spider's Tea Party, Pre-k Olympics, assembly programs and trips. There's early intervention screening and a student & family history questionnaire. The two pre-k classes are staffed by two experienced early childhood teachers and two experienced paraprofessionals who work extremely well as a team.

Annual articulation occurs through the following:

- meetings between pre-K and K teachers articulate student progress and needs before moving up. Serve as conduits between teacher and parents before students graduate to Kindergarten; and create a more profound understanding for Kinder. teachers on any social emotional needs of students

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.

Teachers plan lessons collaboratively during common planning preparation periods as well as on Tuesday afternoons. The Pre-K teachers communicate with administration regarding assessments and screenings used with the Pre-K students.

In addition, teachers will be working in teams to:

- study student work samples and norming
- examine their formative assessment techniques and strategies
- Questioning techniques and strategies including methodologies for Socratic Seminars

Teachers will better understand which techniques and strategies are working best for ENLs and SWDs by:

- Creating push-in team work to target ENLs and SWDs using an RTI model
- Creating pull out labs for ENLs and SWDs using an RTI model

- Creating pull-out lab sites using RTI hands on special techniques and strategies to target individual student needs

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document 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	389,521.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal		X	
Title II, Part A	Federal	185,931.00	X	
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	1,792,991.00	X	

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 299 Thomas Warren Field</u>	DBN: <u>32K299</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 299's Title III program will provide English Language Learners with supplementary instruction in an ESL/Literacy Support – After School from November 19, 2014 to May 21, 2015. This instructional program will service ELLs in grades 1-5 who scored at the Beginning, Intermediate and Advanced levels on the NYSESLAT. A certified ESL teacher will co-teach with certified common branch teachers and will provide supplementary instructions in English in alignment with the New York City and New York State content and performance standards and NYS CCLS Standards. We will focus on developing students' writing and reading skills by providing an integrated meaning focused approach, which will include differentiated instructions based on itemized assessment analysis, scaffolding, effective phonemic awareness, phonics instruction, and fluency instruction. The program will continue in 2015-2016.

Administrative leadership will continue to show its support to the implementation of Language Allocation Policy at P.S. 299 by purchasing materials that are high quality, high interest and instructional resources in English and the native language. For Grades K-3 Moving-in-to English Series will focus on comprehension, fluency, vocabulary development, and provide language learners with tools and strategies of language acquisition. Grades K to 5 will utilize the Harcourt Science Series which implements the Science Performance Standards of Science exploration and inquiry through the use of hands-on materials and activities, and leveled science library. In addition all teachers will be using the ESL Support Book, which provides activities and ideas for addressing language needs in three critical areas: Comprehensible Input, Language and Vocabulary, Background and Experience. In order to expand the technology initiative, we will foster an understanding of the concepts and principles of technology by providing ELLs with Internet access, use of online technology and application to integrate technology in the content areas. We will implement research-based supplementary literacy computer program Destination Learning to provide ELLs with rich, diverse language.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by providing an on-going professional development for the ESL teacher, as well as for teachers who are working with the ELL population. In addition, the Language Allocation Team working collaboratively with the grades inquiry teams will meet regularly to discuss a continuous improvement, data-driven approach to help ELLs performance, using item analysis, portfolio assessment, and other indicators to identify and address students weaknesses and target areas for growth. We will continue our commitment to well-designed professional development to our diverse students' population by attending monthly Professional Development workshops. We will continue to conduct ESL workshops at our school in the 2014-1015 school years with the assistance of the Instructional Support Specialist from the CFN – Children First Network 412 on topics such as: Effective

Part C: Professional Development

Instructional strategies for ELL s, Scaffolding for Language development to Support ELL in Second Language Acquisition Stages and Developmental Levels, Differentiated Instructions for ELLs – Identifying students’ learning styles, differentiating content, process, product/assessment to meet the individual student needs, Scaffolding in Math and Science, Implementation of the Common Core Standards and Data Analysis and instructional implementation.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ To facilitate Title III parental involvement and community partnership, our school parents coordinator will continue to organize a variety of monthly parental workshops presented by bilingual instructors. At the beginning of the school years our Bilingual Parent Coordinator in collaboration with the ESL teacher distributes Parent Surveys in order to find out the needs that the parents would like to have address during Parent Workshops throughout the school year. To ensure home/school communication, bilingual parents are provided with translated notifications and materials. Some of the monthly partnership activities at P.S. 299 will include topics such as: Common Core Learning Standards, ELA Curriculum, Assessments Informational Meeting for Parents, Learn Strategies You Can Use at Home to Prepare your child for the New York State ELA and Math Exams(parents will become familiar with the English Language Arts and Math performance standards - including the Common Core Learning Standards). We will conduct orientation Title III Afterschool Program parents conference.

Part E: Budget

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

Allocation Amount: \$_____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 299
School Name Thomas Warren Field Elementary School		

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 Wilma Kirk	Assistant Principal Sharon George, Paul Zomchek
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher T.Zaslavskaya	School Counselor R.Carrington
Teacher/Subject Area A. Flores/speech	Parent Bibiana Hoyas
Teacher/Subject Area v. Gutierrez/Kindergarten	Parent Coordinator J. Sanchez
Related-Service Provider Ms. Flores	Borough Field Support Center Staff Member type here
Superintendent Lillian Druck	Other (Name and Title) N/A

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program	1	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	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	350	Total number of ELLs	54	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 checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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	53	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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	51	0		2	0	1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
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	7	13	11	6	7	4								0
Chinese														0
Russian														0
Bengali		1												0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1				1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			2		3		1		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.
 In order to assess the early literacy skills of our ELLs we use Reading 3D assessment, DIBELS, and NYC Performance Assessment. This data will help include students in differentiated activities, and use a variety of strategies.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on the NYSESLAT results we have found that the we have 50% of our ELL students in the expanding level across grades (k-5) : 25 students four (4) in Kindergarten, eight (8) students in first grade, four (4) students in second grade, four (4) student in third grade, three (3) students in fourth grade and two (2)students in fifth grade. We have 7.5% transitioning students across grades: no students in Kindergarten, one (1) students in first grade, two (2) student in second grade, no students in third grade, no students in fourth grade, and no students in fifth grade. 24.5% ELL students across grades are Emerging: Kindergarten had one student, first grade had two, two students in second grade, one student in third grade, three students in fourth grade, and four student in fifth grade. 16.9% ELL students across grades are in the Entering level: Kindergarten had three students, first grade had two, one students in second grade, one student in third grade, one students in fourth grade, and one student in fifth grade. The NYSITELL results from our newcomer students shows that of 12 students, four (4) were Expanding, one (1) was Transitioning, one (1) was Emerging and six (6) were Entering.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The majority of our ELL students fall into levels 1 and 2 on the ELA State Exam with one exceptions, we have one level three student in ELA. In mathematics there are also a majority if students in levels 1 and 2 with three students reaching level 3 and one student reaching level 4.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- A. Based on the 2015 ELA data from Spring 2015 55.5 % of 3rd Grade ELL students met promotional criterion, 60% of 4th Grade ELL students met promotion criterion , and 60% of the 5th Grade ELL students met promotion criterion. The math scores show that based on the Math data for Spring 2015, 88.8 % of 3rd Grade ELL students met promotional criterion, 100 % of 4th Grade ELL students met promotion criterion , and 77.7% of the 5th Grade ELL students met the promotion criterion. To improve the scores of our ELLs we will focus instruction on using scaffolding strategies such as, schema building and bridging skills to help students to improve their metacognitive skills. The success of Ells' will be measured against the Progress Check Assessment, the periodic assessments, as well as formal and informal assessments.
- B. The school leadership and teachers are using the results of the ELL Periodic Assessment and MOSL to plan and implement differentiate instruction. In addition, teachers' pay close attention to the Skills Analysis of Benchmark tests Report to group for small group instructions. The success of the ELLs in ENL and Language Arts will be evaluated by the progressions of the MOSL Assessment, DIBELS, and Reading 3D assessments.
- C. Based on an analysis of Periodic Assessment for ELLs result shows that the students in grades 3-5 are improving in reading. We provide books, software, audiobooks, and dictionaries in the native language.
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*.]
The school uses data to develop instruction for ELLs, following the RTI framework. For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, the school determines the additional support services to be provided, we review the data with the inquiry teams to determine whether students are benefiting from the programs, to build more effective instruction for students who are not benefiting, to compare the efficiency of different forms of instruction, and design more effective individualized instruction. Our teachers have formed a study group for using the co-teaching model in our work with ENL students. We are beginning a study group in which teachers will articulate their work together, share data, curriculum and instruction tools to improve their efforts and program for ELL students. We have gathered baseline data for grades 3-5 through the Periodic Assessment for ENL students, and for first graders we are using an adapted Baseline Assessment which measures all modalities. The students are targeted for skills based on this data and shall be retested several times throughout the year to monitor their progress. In addition, we are sharing tiered classroom assignments in the content area whenever possible and we are devising weekly writing formative assessments with the classroom teacher to measure student progress in their reading and writing comprehension. Based on the aforementioned assessments, we will obtain data and target students in groups to improve the modalities and skills on a student-by student basis.
6. How do you make sure that a student's new language development is considered in instructional decisions?
To insure that the child second language development is strengthened, lessons integrate the use of scaffolds, visuals and auditory aides, and technology. Units of studies incorporate ELLs supports. We use multiple entry points based on proficiency level.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate success of the ENL Program by analyzing the NYSESLAT data during horizontal and vertical inquiry team meetings. We monitor ELL's progress on an ongoing basis. If students do not demonstrate progress, we review the goals and the strategies to make the necessary changes. We adjust activities and instruction.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
 - At enrollment, our ENL and or a trained pedagogue administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home . This process also includes an interview in the parents' home language. The HLIS and parent interview are done at the outset of the school year within ten days. The NYSITELL is administered to our students to determine eligibility for ELL services, and is the only assessment that may be used for ELL identification for new entrants to New York City public schools. The NYSITELL is administered within the first ten (10) days of initial enrollment in a student's zoned or assigned school. Based on NYSITELL results, students are categorized into one of five proficiency levels Entering,

Emerging, Transitioning, Expanding, and Commanding. Students who score below the Commanding level on the NYSITELL are mandated to receive bilingual education or English as a new language (ENL) services. NYSITELL results determine the number of units of ENL, ELA and home language arts (for students in bilingual programs as outlined in NYS Commissioner's Regulations Part 154). All our new entrants whose HLIS responses indicate a home language of Spanish and who are identified as an ELL based on NYSITELL results will be administered the Spanish LAB at the time of initial enrollment during the same testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and ESL services to these students. Spanish LAB results are not used to determine ELL status or service entitlement. Our Spanish speaking teachers in the school are asked to give students the LAB-R. One or more of them are licensed bilingual teachers.

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).

Schools have 30 school days from initial enrollment to make an initial SIFE determination. 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. If Survey shows that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process. First step is to conduct the oral interview. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling.

For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

NYSITELL eligibility for students entering school with IEPs will be based on the determination of the Language Proficiency Team (LPT).

The LPT members are :

- Ms.George -assistant principal,
- Ms. Zaslavskaya - an ESL teacher
- Ms.Flores - a certified teacher with a bilingual extension.
- Mr. Ridley - a IEP teacher
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, will be present at each meeting of the LPT.

The LPT determines whether the student should take the NYSITELL. The LPT will consider evidence of the student's English language development.

Based on the evidence, the LPT makes 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.

If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL.

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian.

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.

Our ENL teacher with the support of the administration and classroom teachers ensure that the following processes occur: after the NYSITELL is administered, and scored, within 5 school days of ELL determination, schools inform parents of the results of the NYSITELL and ELL status of entitlement or non-entitlement of services, using the NYCDOE standard parent notification letters (in the parents' preferred language).

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).

As per the NYCDOE policy below, parents are informed in person, by telephone or letter on an as needed basis. Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Reidentification Process. 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. In our school, the ENL teacher, classroom teacher and administration will as a team assist the parent in the appeals process. Upon receiving a written request within an ELL's first 45 days of enrollment, school districts implement a review process by qualified personnel to determine if a student may have been misidentified. The Re-identification Process may be utilized

- for students who:
- Have a home language other than English, and
 - Are ELLs and non-ELLs The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
 - A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process can be completed within 20 school calendar days.

The record of appeal along with all the other materials will be filed with the students' records and will be available upon request to authorized persons, including the parent or guardian.

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 a new ELL enrolls, our ENL certified teacher, Ms. Zaslavskaya, with the support of administration will inform the parents, within 5 school days, of the 3 instructional models available in New York City, regardless of whether the preferred model is currently offered in the school. Parents receive a notification letter about the orientation as soon as the student takes NYSITELL and gets his/her result. ELL identification, parent notification, signed consent, and placement in a Bilingual Education or ENL/ESL program will take place within 10 school days after initiating the identification process.

In the event that the parent or guardian fails to elect a program for their, child, he/she will be placed in a bilingual classroom. As our school has no bilingual program, the default is ENL services.

To inform parents of these options, the school's professional team provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). We keep attendance records, staff members present at the orientation, and languages used other than English on file.

If a parent's program choice is not currently available in the school, the school informs the parent that the selection is not available at the school, we provide the parent with the following two options:

1. Keep the student enrolled in an available program; if the parent chooses this option, and begin serving him/her;
2. or transfer the student to a different school where the parent's selection is currently available. To do so, schools contacts the Department of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment. While the school awaits the transfer, the student should temporarily be placed in an ENL program in the school until the transfer is complete.

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

We make every effort to ensure that within 10 school days parents complete the Parent Survey & Program Selection Form, we track all outreach attempts in an ESL Identification and Enrollment Binder. At the time of registration the parent is requested to identify their child as to which language is dominant. In addition, when it is determined that the child must be evaluated as to their status as an ENL or English dominant student, parents are informed by letter and telephone when necessary. Parents receive a notification letter about the orientation as soon as the student takes NYSITELL and gets his/her result. ELL identification, parent notification, signed consent, and placement in a Bilingual Education or ENL/ESL program will take place within 10 school days after initiating the identification process. In the event that the parent or guardian fails to elect a program for the child, he/she will be placed in a bilingual classroom. As our school has no bilingual program, the default is ENL services. Should the school have 20 or more students requesting a bilingual program, our school is required to do so and will comply with that mandate. Ms. Zaslavskaya will inform the parents as mentioned and the teachers of the students will also be aware that the bilingual services option is available to the parents.

The program selection by parents, exams and HLIS are all maintained with the students records, centrally located and easily accessible by the parent, ENL teacher and/or administration upon request.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Parent Survey and Program Selection forms we attached to the Entitlement Letter, that states time and place for the Parent Orientation Meeting facilitated by Ms. Zaslavskaya or other school personnel. Parents have option to fill out the program selection form at home or during the meeting. We keep track of the completion of these records. Parents who do not turn in their surveys in a timely manner are contacted via telephone. Also Ms. Zaslavskaya and administration keep copies of notification letters in the ENL Identification and Enrollment Binder. Our school has a bilingual family worker who also does outreach to parents as needed related to this process. If the parent has not completed and returned the survey, we send the family the default placement letter.
9. Describe how your school ensures that placement parent notification letters are distributed.

We provide the parents' with all information in the home language and in English, and keep copy on file. All notification letters are kept in the ENL Identification and Enrollment Binder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The Parent Survey and Program Selection Forms must be completed and placed in the student's cumulative folder. Copies of notification letters we also keep in the binder. Our school maintains all ENL students original records as follows: HLIS is stored in the student cumulative record file; entitlement and non-entitlement records are stored in the ENL Identification Enrollment binder and accessed through the main office, by the ENL teacher, the classroom teachers, parent and the administration, or authorized outside entities as needed.

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

The New York State English as a Second Language Achievement Test (NYSESLAT) is the exam administered to all ELLs in grades K to 12 as well as those students who were not properly, and timely administered the NYSITELL, to determine: continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result. The NYSESLAT is administered by Ms. Zaslavskaya and our annually selected classroom teachers as follows: The first part administered is of the speaking section. In our school, either the ENL teacher or the child's classroom teacher administers the speaking sections. The second part devoted to the other 3 sections as well as those students who were not administered the speaking section. A form will test either one modality (Speaking) or three modalities (Listening/Reading/Writing). Listening/Reading/Writing will consist of three test booklets, each containing a theme-based Listening/Reading/Writing section. The three Listening/Reading/Writing booklets are administered by our ENL teacher or classroom teachers in three sessions. The NYSESLAT is an untimed test. The time allotment indicated should be adequate but in the event that some students need more time, it is provided. We allow any student working productively all the time he or she needs to complete the test. Our personnel administering the NYSESLAT or overseeing the administration and scoring are provided with, and read the "Instructions for Administering the Test" section of the manual. "In accordance with section 200.4(d), the CSE must annually determine if a student with a disability needs individual testing accommodations to participate in a State assessment of student achievement. The NYSESLAT is a NYS assessment of students' English language proficiency achievement. The NYSESLAT must be administered in consideration of any testing accommodation recommended in the student's IEP that is allowable by State policy. In accordance with section 154-3.4, a student with a disability participates in the NYSESLAT with or without the use of testing accommodations, as specified in the IEP and in accordance with State policy for the administration of the assessment. Students with 504 plans that include recommendations for testing accommodations must also be provided those accommodations on the NYSESLAT that are consistent with State policy for the administration of the assessment. Once an ELL has exited ELL status, he/she is entitled to two years of Former ELL services and is then designated a Former ELL".

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After the school gets NYSESLAT results, our ENL teacher, Ms. Zaslavskaya and/or our teachers and administration, send our parents Notification Letters or they will be given in person, and will inform parents about the test result and the continued entitlement and transitional support which students will receive for the entire school year. Based on the level of the students, the services to be provided will be detailed to the parents. In addition, former ENL students will receive the specified services mandated up to two years after they have transitioned and been designated former ENL students.

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

After reviewing the Parent Survey and Program Selection forms for the past three years we have the following result: 75.5% of parents choice was an ENL program, 8.8% was a Dual Language program, and 15.5 was a TBE Program. Our Freestanding ENL program model is aligned with parent requests. When a new ELL enrolls, schools must inform parents within 5 school days of the 3 instructional models available in New York City, regardless of whether the preferred model is currently offered in the school. Parents are getting notification letter about the orientation as soon as the student takes NYSITELL and gets the final result of it.

To inform parents of these options, the school provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). We keep attendance records, staff members present at the orientation, and languages used other than English on files.

If a parent's program choice is not currently available in the school, as a result of insufficient numbers of ENL students and/or few requests, the school informs the parent that the selection is not available at the school, we provide the parent with the following two options:

1. Keep the student enrolled in an available program; if the parent chooses this option, we begin serving him/her; OR
2. Transfer the student to a different school where the parent's selection is currently available.

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.

The school follows heterogeneous model (mixed proficiency level on the same grade).The program, which fully aligns to the Common Core, provides an appropriate balance of literary and informational text, and aims to facilitate comprehension of the four basic languages skills-listening, speaking, reading, and writing. Students are grouped by gradewith different proficiency levels. In our school students are served by grade and by class in most instances. In instances where there is a self contained Special Education class on the same grade as the general education class housing our ENL students, the Special Education students are integrated with the general education students. We use push-in and pull-out co-teaching models. Meetings are held once or twice a month and teacher talk daily to articulate the curricula and instructional methodologies used, such as content parity using different materials, tiering of activities and written work.
 - 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)?

Our freestanding ESL program uses the following as mandated - the push-in model of ENL instruction for grades K-2 and Pull-out Model for grades 3-5, are designed to accommodate and service 360 min. per week of ENL instruction to students who scored at the entering (Beginning) and emerging (Low Intermediate) levels, and 180 min. per week of ENL instruction to students who scored at the transitioning (Intermedatiate) and expanding (Advanced) levels. Students who scored at the commanding level will receive 90 min per week. In September Assistant Principal in charge of program scheduling reviews the Spring NYSESLAT scores in order to provide each ELL with the number of minutes of ENL and ELA periods as mandated to by NYC CR Part 154. In addition, the ENL teacher works in congruence with the classroom teachers to assure that each ELL is receiving the mandated ENL periods. We use push-in and pull-out co-teaching models. Teachers either co-teach in the room or teach the same content, concurrently, using different methodolgies or materials. Teachers may vary the process and the product maintaining integrity of the content. Meetings are held once or twice a month and teacher talk daily to articulate the curricula and instructional methodologies used, such as tiering on activities and written work.
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.

The program fully aligns to the Common Core, and provides an appropriate balance of literary and informational text, and is aimed to facilitate comprehension of the four basic languages skills-listening, speaking, reading, and writing. Students are grouped by gradewith different proficiency levels. In addition, the ENL teacher works in congruence with the classroom teachers to assure that each ELL is receiving the mandated ENL periods. Students' classroom teachers in most instances sepak their native language and are able to provide navel language assistance when necessesary. Our 100% free-standing ENL program uses a variety of approaches in working with our ELLs: Language Experience Approach methods, as-well-as, pre-teaching vocabulary development, activation of prior knowledge among others. We use push-in and pull-out co-teaching models. Teachers either co-teach in the room or teach the same content, concurrently, using different methodologies or materials. Teachers may vary the process and the product maintaining integrity of the content. Articulation co-teaching meetings are held once or twice a month and general education teachers informally talk with the ENL teacher, daily, to articulate the curricula and instructional methodologies used, such as tiering on activities and written work.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Paste response to question here:

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

Our ENL teacher evaluates the students throughout the year using the following:

ELL Periodic Assessment, the NYSESLAT and teacher made exams. Their progress is monitored in all four modalities reading (confering and notetaking on student progress), writing (tiered writing activities aligned with classroom content activities), speaking (teacher note taking and journaling on student progress) and listening (Q and A, teacher to student, student to teacher, student to student, observed and recorded by the teacher weekly). In addition, there are daily, weekly and monthly articulation meetings between the ENL teacher and the general education teachers.

Our students/Former ENLs, continue to receive at least .5 units of study or its equivalent of Integrated ENL in ELA/Core Content Area or other such services, approved by the Commissioner [CR Part 154- 2.3(h) (1)(v)]. Our services include: individualized learning support and periodic assessments that measure our students' language and academic progress in order to improve academic outcomes for ENL students. We are developing and sharing tier three writing activities in the content area and evaluating the students' abilities weekly in order to provide AIS based on an RTI model of varying methodologies, process and products as a means for measuring students' successes in the content and their second language development.

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. Our plan for SIFE students includes: identifying all SIFE students through parent interview and student assessment, and preparing an Academic Intervention Plan for each SIFE student. We will assign a member of the Academic Intervention Team to each individual student to make sure that all SIFE students are involved in the after school programs, Saturday Academy and Extended Time.

b. Plan for Newcomers

When a new student is registered in our school, we provide then following resources to facilitate the transition.

- An informal student orientation by the ENL Teacher
- Buddy system identifying a similar student in his/her class that will assist her/him during the day
- Provide student with explicit teaching of academic language in all content areas with the use of visuals and hands-on experiences to promote language development in content areas.
- Encourage student to participate in the After School activities
- Informal assessments as well as progress monitoring in order to identify possible Academic Interventions programs such as: Wilson Program, Leap Frog Reading Intervention, Voyager Passport, Harcourt Literacy Intervention Station, on-line Phonics and Reading Program such as Destination Learning.
- Provide student access to age-appropriate, culturally relevant, and level appropriate class libraries and grade appropriate instructional materials
- Home school communication in the Native Language

c. ELLs receiving services 4 to 6 years in addition to intensive academic intervention will be provided with explicit teaching of academic language (reading and writing with differentiated instruction, utilizing scaffolding strategies, and emphasis on language patterns, vocabulary development, content area structures and lexicons.

d. Long-term ELLs (in NYC school six years or more), will be identified by BESIS. Yearly progress on and NYSESLAT, ELL Periodic Assessment, ELA, Math, Science, Social Studies Exams will be used to drive instruction. Long term ELLs, in addition to intensive Academic Interventions, will be provided with accelerated, high quality instruction in English as a Second language utilizing scaffolding strategies with differentiated instruction, and emphasis on language patterns, vocabulary development, content area structures and lexicons.

e. We are continue to monitor students' progress after exiting ESL program for the next two years. Former ELLs are provided with an additional support in literacy through the use of scaffolding and web based programs. Our students/Former ENLs, continue to receive at least .5 units of study or its equivalent of Integrated ENL in ELA/Core Content Area or other such services, approved by the Commissioner [CR Part 154- 2.3(h) (1)(v)]. Our former ELLs get extended time for the NYSELAT and ELA as well as other testing as needed.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the

parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Our policy for special needs students include: ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. We plan to improve achievement levels for special needs students by reviewing all assessments we will be able to identify the stumbling blocks of progress: disability vs. language issues as well as determine the instructional/intervention service. To provide strategies and skills necessary to improve literacy development and math skills students will receive intensive academic interventions such as: ICT, small group instruction and one-on-one instruction by classroom teacher, the IEP teacher and /or SETSS teacher. Our services and include individualized learning support through teacher confering and periodic assessments that measure our students' language and academic progress, in order to improve academic outcomes for our students. We are developing and sharing tiered writing activities in the content area and evaluating the students' abilities weekly in order to provide AIS based on an RTI model of varying methodologies, process and products as a means for measuring students' successes in the content and their second language development. In addition, while for example the general education teacher may be teaching exploration of the Americas in his or her classroom, the ENL teacher will be doing the same, with tier two or three activities shared by the classroom teacher, greater time spent on vocabulary development, visuals such as SMARTBoard projection of interactive maps, focused vocabulary and appropriate DVDs to visually stimulate and solidify concepts. etc.

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?

Bridging resources between ELL and SPED departments; will assist us in developing more inclusive classes and mainstreaming activities, as well as, providing more extensive professional development, effective instruction strategies and collaboration among General Education, Special Education. and the ENL teacher.

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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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.

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

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

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

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

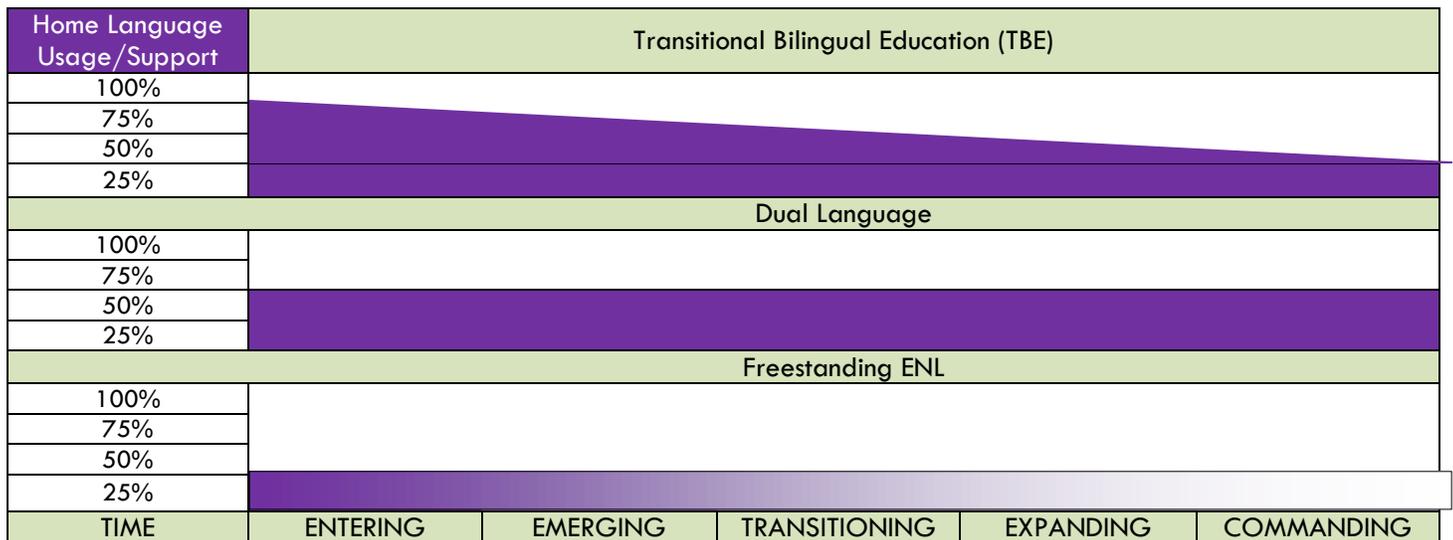


*: Chart “*other approved services*” does not apply to New York City at this time.

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. We want to focus on phonics and vocabulary development for entering, emerging, and transitioning levels. For expanding and commanding levels we will be working on comprehension skills. Our ENL services include individualized learning support and periodic assessments that measure our students' language and academic progress in ELA as well as mathematics, science and social studies, in order to improve academic outcomes for our students. We are developing and sharing tier three writing, social studies science and math performance task activities. Students will be served in the all content areas and teachers will be formatively evaluating the students' abilities weekly in order to provide AIS based on an RTI model of varying methodologies, process and products, as a means for measuring students' successes in the math, social studies and science content, as well as their second language development. Data will be gathered formatively. Descriptive written and orally expressed feedback will be given to students. Formative and summative data will be gathered by our teachers to modify instruction and to move students to their next zone of proximal development.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The program fully aligns to the Common Core, provides appropriate balanced literary and informational text work. It is aimed to facilitate comprehension of the four basic language skills-listening, speaking, reading, and writing. We want to focus on phonics and vocabulary development for entering, emerging, and transitioning levels. For expanding and commanding levels we will be working on comprehension skills. Our ENL services include individualized learning support and periodic assessments that measure our students' language and academic progress in ELA as well as mathematics, science and social studies, in order to improve academic outcomes for our students. We are developing and sharing tier two and three social studies, science and math performance task activities. Students will be served in the all content areas and teachers will be formatively evaluating the students' abilities weekly in order to provide AIS based on an RTI model of varying methodologies, process and products, as a means for measuring students' successes in the math and other mentioned content as well as their second language development. Data will be gathered formatively. Descriptive written and orally expressed feedback will be given to students. Formative and summative data will be gathered by our teachers to modify instruction and to move students to their next zone of proximal development.
12. What new programs or improvements will be considered for the upcoming school year?
We will develop theme units aligned with Common Core and Classroom Curriculum.
13. What programs/services for ELLs will be discontinued and why?
n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ENLs are afforded equal access to all school programs such as: the 37 minutes small group tutoring, after school. In addition, P.S. 299's Title III program will provide English Language Learners with supplementary instruction in an ENL/Literacy Support. We will begin an after school program for all ENL students in November 2015 for continued support with vocabulary development in the content area with a special emphasis on writing from a language experience approach to learning. Continued articulation with the classroom teacher to obtain the data necessary to inform the program's instruction will benefit our students. ENL students are offered all enrichment and extracurricular activities that the general education population is offered. This includes Studio in the School, our music program, student council and Mighty Milers. All after school program providers: Salvation Army, Arts and Literacy and Traditional Day Care to name a few are able to be accessed by all ENL families.
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.
Classroom Resources
- Moving Into English
Harcourt
 - My Sidewalks on the Reading Street
Scott Foresman
 - ESL Accelerating English Language learning
Scott Foresmen
 - Simple Solution
English Grammar & Writing Mechanics
Nancy McGraw & Nancy Tondy

•Elements of Reading
Vocabulary
Isabel L. Beck & Margaret G. McKeown

•The Picture Dictionary Skills Book
Seddon Kelly

•Preparing for Excellence
Silver Moon Press

•Decodable Books
Harcourt

•Phonics Practice Reader
First-Place Reading

•Common Core Guided Reading Library
The Learning Connection

•Leap Frog Schoolhouse Audio Books Library
On-line Resources:
MYON, Destinarion Learning

Our ENL students have access to several computers in the ENL Lab, and they are offered the same computer classes as their mainstream/general education counterparts. Our computer teacher is bilingual and able to teach ENL Spanish speaking students in the native language as necessary. Grade level appropriate and adapted classroom materials and visuals such as CD's, interactive maps, etc., are utilized as special resources for our ENL students, in and outside the general education classroom.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered through native language books in the library and promotes reading in native language at home. Parents can borrow bilingual books from the ESL teacher for reading with children at home as well. In addition, our bilingual teachers can assist students who are having difficulties grasping key lesson concepts in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All students at PS 299 receive equality of services, and all resources are shared equally among General Education, Special Education and classrooms housing our ENL students. All students are involved in enrichment classes, after school programs, assemblies and given equal opportunities to participate in any and all activities, such as, Student Council, Service Learning and the Mighty Milers. Since we have all ENL students integrated into our General and Special Education classes, they are receiving an education and the services equal to their English mono-lingual counterparts.
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).
Activities for newly enrolled ELLs consist of an Orientation Assembly, School Tour, and Meet the Teachers. These activities are facilitated by the PTA, Administration, ENL Teacher, Parent Coordinator, Speech Therapist and other school personel as needed.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by committing funds to provide an on-going professional development for the ENL teacher as well as teachers who are working with the ENL population. In addition, the Language Allocation Team, working collaboratively with the grade inquiry teams to discuss a continuous improvement, data-driven approach to help ENLs performance; they will be using item skills analysis, portfolio assessment, and other indicators to identify and address student weaknesses, and to target areas for growth. We will continue our commitment to well-designed professional development for our diverse student population by teachers attending monthly professional development workshops. We will continue to conduct ENL workshops at our school in the 2015-2016 school years with the assistance of the Instructional Support by our Brooklyn North Borough Support Team on topics such as: Effective Instructional strategies for ELL s, Scaffolding for Language development to Support ELLs in Second Language Acquisition Stages and Developmental Levels, Differentiated Instruction for ELLs – Identifying students' learning styles, differentiating, content, process, product/assessment to meet the individual student needs. In addition, our teachers have elected to work collaboratively on an inquiry team related to co-teaching strategies and articulation about our ENL students. This decision was made after the ENL teacher Ms. Zaslavskaya and our Assistant Principal attended a training at Frodham University; they turnkeyed information on CR-Part 154 and the ENL co-teaching models. Teachers have committed to working once or twice monthly to articulate their work and to discuss their co-teaching techniques and strataegies.
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 continue to work on series Common Core Learning Standarts PDs. We also provide teachers with the madatory professional development on ELL mandates as needed. Please see above.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Parents and students are once again notified about their options by the ENL teacher and our guidcnce counselor. Any parent who requests or feel their students will benefit from a special setting for ELL students, will be provided with the necessaary information or placements into other schools. We have a bilingual psychologist who comes to our school to work with open cases, providing our ENL students and families with customized services, with Spanish language communication and a cultural connection.
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.

A minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. This year we have the good fortune of having an assistant principal, Paul Zomchek, in our school. Mr. Zomchek received his Masters Degree from Columbia University with a specialization in Bilingual/Bicultural Education. Mr. Zomchek had provided professional development for teachers of ENLs with the UFT Teacher Center and for CFN networks in the past. He continues to work with our teachers to provide them with the specified CR Part 154.2 requirements. In addition, teachers will leave the school to work with BRS and other outside agencies to receive credit for PD on the topic of working to promote academic performance for ELLs.

C. Parental Involvement

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

Schools individually meets 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. Additional meetings includes school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such a meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

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.

In our School Ms. Zaslavskaya and the administration keep the record of attendance, agendas, and notes from the meetings. LPT members Ms. Gutierrez and Ms. Flores assist with translation. In addition, we have a full-time family worker who makes calls to Spanish speaking parents when necessary. Our Parent coordinator Ms. Sanchez holds parent workshops, maintaining agendas and sign-in sheets for parent meetings. Mr. Zomchek, one of our Assistant Principal is also available to work with parents and to translate at teacher meetings, as well as make home calls to Spanish speaking parents when necessary. Our school takes a team approach to these services and all records of meetings and services provided to ENL families can be found in our main office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents participate in orientation meetings and parents workshops on a variety of topics from the CC curriculum in mathematics and ELA to what ever topics they may requested at meetings, or through administrative generated surveys. This school year they have already partaken in a bring your father to school day; bring your grandparents to school day; pre-k and early childhood meetings; a pre-k Miss Spiders Tea Party Assembly, with tea party; Meet the Teacher Night and November conferences. Parents representing the ENL constituency have already attended several SLT and PTA meetings at our school. All record of meetings and agendas are kept in the main office. Our administration, teachers, SAPIS worker and Parent Coordinator are all instrumental in communicating with parents of ENLs and in making these meetings work.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? A variety of community based organizations partner with our school, including the Salvation Army, Project Arts, Generation Ready and many more. See the above mentioned activities. We have organizations coming into our school, which support grandparents who become guardians to our students. In addition, we have a grant to 299, which helps us stock a food pantry; our pantry is open to all members of our school community and many of our parents of ENL students utilize these resources as they are provided by CBOs once a month. (See the above mentioned activities which have included parents of ENL students). Our administration, teachers, SAPIS worker and Parent Coordinator are all instrumental in communicating with parents of ENLs and in making our CBO relationships vital to All our parents.

5. How do you evaluate the needs of the parents? All parents participate in parent surveys. Our parent coordinator helps us disseminate the surveys and is instrumental in keeping up with the pulse of our parents of ENL students. We analyze the result of the parent survey to evaluate the needs of all our students. Our administration, teachers, SAPIS worker and Parent Coordinator are all instrumental in communicating with parents of ENLs and in receiving a high response rate on parent surveys. In addition we take a team approach to informing each other of informal conversations among ourselves and our parent cohort. In addition, our parents at the SLT and PTA meetings will inform us of parental needs in relation to our students and school community.

6. How do your parental involvement activities address the needs of the parents? All information we provide to the parents through oral and written communication. Letters send home in two languages. Teacher/parents meetings and conferences provided with help from bilingual teachers. Please see the answers to Section C. 3, 4, and 5.

D. Additional Information

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

Paste response here:

School Name: **Thomas Warren Field**

School DBN: **32K299**

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)
Ms.Kirk	Principal		1/1/01
Ms.Geogr	Assistant Principal		1/1/01
Ms.Sanchez	Parent Coordinator		1/1/01
Ms.Zaslavskaya	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Ms.Flores	Teacher/Subject Area		1/1/01
Ms.Gutierrez	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms.Carrington	School Counselor		1/1/01
Ms.Druck	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **32k299** School Name: **Thomas Warren Fiel**
Superintendent: **Lillian Druck**

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.

We assess language preferences for written and oral communication by collecting data from Home Language Identification Survey, ATS report, and Emergency Contact Cards. The ESL teacher also meet with the new parents to the school and engage in conversation regarding the language needs of their children. The parent coordinator is also available to translate when necessary.

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.

1. English
2. Spanish

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.)

The following documents are typically disseminated throughout the year: school activities calendar, newsletters, Letters/notifications, welcome letter, curriculum overview, parent-teacher conference announcements, after-school program information, parent handbook, parent workshop invitations and curriculum and testing information. All of these documents are translated in Spanish.

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.

Formal meetings we have during the school year are:

- Family Night - September 17, 2015.
- Evening Conference - May 12, 2016
- ELLs Parents Orientation throughout the school year as parents register their children.
- Parent/teachers Conferences - November 5, 2015 & March 3, 2016.

Informal interactions are continuous throughout the school year such as:

phone calls by support staff when needed, individual meetings with parents and written communication to parents. Parents will also be provided with outside resources when necessary such as locations for GED courses, tutoring, etc. Parents may also ask for additional academic resources to help their children at home. The partnership between school and home is important and valuable.

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.

To comply with Chancellor's Regulation A-663 parental written notification will be forwarded to the translation unit. In addition, a staff member will be paid per session out of the translation and interpretation funds for any school documents which need to be translated on school premises.

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.

Bilingual school staff members will provide the translation and interpretation services for parents whose dominant language is other than English. If language is unavailable in-house, the school will use over-the-phone interpreters via Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

All staff members will have information on translation services and how to utilize these services when needed via information sessions. The information includes e-mail, phone numbers and languages ID Guide.

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

We will follow the Chancellor's Regulation A-663 as outlined in Section VII including the notification requirements noted above.

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)

100% of our parents have participated in the School Survey and will continue to do so. We will create a parent survey which is specific to the services provided to parents whose language or the language of their children is not English dominant.