



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	19K306
School Name:	P.S. 306 ETHAN ALLEN
Principal:	LAWRENCE BURROUGHS

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Ethan Allen School Number (DBN): 19K306
Grades Served: PreK through 8
School Address: 970 Vermont Street Brooklyn, N.Y. 11207
Phone Number: (718) 649-3155 Fax: (718) 927-2243
School Contact Person: Ms. LaWrence Burroughs Email Address: Lburrou2@schools.nyc.gov
Principal: Ms. LaWrence Burroughs
UFT Chapter Leader: Mr. Clifton Sherman
Parents' Association President: Ms. Felicia Fann
SLT Chairperson: Mr. Clifton Sherman
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Felecia Fann
Student Representative(s): _____

CBO Representative: **Ms. Barbara Alston**

District Information

District: 19 Superintendent: Ms. Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Avenue Brooklyn, N.Y. 11207
Superintendent's Email Address: JStalli@schools.nyc.gov
Phone Number: (718) 240-2741 Fax: (718) 240-2747

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Ms. Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street Brooklyn, N.Y. Room 205
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: (718) 935-3954 Fax: _____

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) 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 strategies and activities 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 and Renewal Committees 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 in response to the first five (5) 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 American Institute of Research (AIR) Needs Assessment, 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 Education 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:

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

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, 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:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Ms. LaWrence Burroughs	*Principal or Designee	
X	Mr. Clifton Sherman	*UFT Chapter Leader or Designee	
X	Ms. Felicia Fann	*PA/PTA President or Designated Co-President	
X	Ms. Tammy Vaughn	DC 37 Representative (staff), if applicable	
	Felecia Fann	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Ms. Barbara Alston	Community School Director (staff)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
X	Ms. Shaneek Lee	Staff	
X	Ms. June Wiltshire	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Ms. Cynthia Bailey-Lopes	Staff	
X	Ms. Anjanette McCallister	Parent	
X	Ms. Pamela Champbell	Staff	
X	Ms. Jeanette Felder	Parent	
		Parent	
X	Ms. Natalie Campbell	Parent	
X	Ms. Tanisha Peterson	Parent	
X	Ms. Katrina Weston	Parent	
	Dwarym Ruiz (CBO)	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

The Ethan Allen School, PS/MS306K, is a Pre-K through Grade 8 school with 623 students. We strive to provide each student with a standards-based education that promotes critical thinking, self-confidence and motivation resulting in academic achievement and social/emotional growth. Our goal is to create students who have the skills needed to be college and career ready. Our school population consists of 74% Black, 24% Hispanic, 2% Indian. 2% of our students are English Language Learners and 30% are students with special needs. We, as a school family, recognize that our students, including ELL's (English Language Learners) and SWD's (Students with Disabilities), are dynamic with diverse learning styles, needs, readiness and interests.

Our school's mission statement:

The Ethan Allen School is a diverse and collaborative school community dedicated to excellence in education. We are striving to ensure our students are provided with a research-based, rigorous curriculum. Through our rigorous, student centered curriculum, we will challenge our students to be problem solvers and critical thinkers. We provide them with the essential skills and social values necessary to put them on the path to college and career readiness as well as to become successful contributors to society. We also strive to foster positive relationships among parents, staff, students, and the overall school community. Our school goals and initiatives are focused on academic achievement for all students through curriculum alignment with CCLS (Common Core Learning Standards), as well as development of social/emotional growth which will prepare our students for college and careers.

In order to support our teachers, staff, students, and parents, we have the 21st Century Grant which provides professional development, as well as academic support, for students. Our new CBO (Community Based Organization), Partnerships with Children, will work with the school to provide reading, writing, math intervention services as well as support with student's social/emotional growth. Students will also take part in our sports and arts program which includes flag football, stepping, African dance, and basketball, percussion drumming, and youth recording. During the school day, designated boys will participate in our Man Up Mentoring program and identified girls will participate in our Girl Up program. In October 2015, all students in grades K through 8 will receive AIS (Academic Intervention Services) a minimum of two days a week in literacy and mathematics during our after-school program which will be provided by PS/MS306 in conjunction with our new CBO, Partnerships with Children .

As a Renewal School, we will continue (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Provide student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal 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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
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.	D
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.	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>Strengths</p> <ul style="list-style-type: none"> Teachers developed curriculum maps in mathematics, science, and ELA on all grade levels. Curriculum is challenging, engaging, and aligned across grades and classes are well-defined with clear expectations for student success. Teachers meet weekly to look at maps and design lessons that are CCLS aligned. Teachers are required to include two to three higher-order, rigorous questions that promote student discussions and questions. Teachers meet weekly during teacher team time for a block period of time to look at student work, analyze student data, modify curriculum when needed, develop lesson plans, discuss next steps and create an action plan for instructional implementation. Teachers meet at a grade and across grade levels. <p>Needs</p> <p>Based on the preliminary ratings on our 2014-2015 QR, the school needs to ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.</p>		

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

In reflecting on the 2014-2015 school year and analyzing the data from the school survey, AIRS, and teacher surveys, we have determined that upon completion of the Renewal Program, our vision for rigorous instruction will focus on the following:

Implementation of TC reading. TC writing was introduced to the PS/MS306K school community during the 2014-2015 school year. It has proven to be a well-structured program that has improved our students writing. The reading program is aligned to the writing program. It is also a well-structured program that is aligned to the CCLS.

Implementation of curriculum maps in math, science and social studies written by the Curriculum Mapping Team. These maps were written using the Scope and Sequence and EngageNY as resources. They are aligned to the CCLS and Danielson Framework for Teaching.

As teachers provide instruction to students during the regular school day and during the after school, they will improve on their instructional practices through the use of UDL (Universal Design for Learning). The UDL will include:

- An organized, inviting Classroom environment
- Flexible student grouping
- Use of Instructional strategies that are aligned to the common core.
- Ongoing assessments (pre/post unit assessments, On Demand writing pieces, etc.) that are used to determine individual student needs and ways to meet those needs.
- Curriculum approaches
- Use of Danielson's Framework for Teaching in observations, teacher development, and professional development.

Teachers will follow the CCLS and use Danielson's Framework for Teaching to plan engaging instruction. Teachers will use a facilitator approach when delivering instruction. The student's will be engaged in the conversations, and teacher questioning will be extrapolated through student conversations, and responses. Teachers will use data to develop multiple entry points and group their students. Teachers that provide services (ESL, SETTS and AIS) will plan with the classroom teacher and push into the classroom to provide services to students.

To provide teachers with consistency across the entire school community, teachers will be provided with the following:

- professional development will be differentiated based on individual need.
- be provided time to meet and discuss student work and analyze student data
- mental health services that are supported by the school and CBO.

Ethan Allen, PS/MS306K's vision of rigorous instruction will be implemented through the following :

We will continue with Teachers College Writing Project and begin implementing Teachers College Reading Project in grades kindergarten through grade eight. Staff developers will meet with grade teams to roll out units and practice with staff. Developer's lessons will be viewed in the lab site. Teachers will have an opportunity to share knowledge, strengths of understanding and conversations.

The CBO (Partnership with Children), and the 21st Century after-school program will assist in providing students with opportunities to participate in rigorous learning experiences during the expanded learning time and/or after-school by providing them with programs to enhance their individual learning styles. This will be accomplished by providing students with an inventory learning styles survey which will provide information on student's wants and needs. Students in grades five through eight will be offered the following activities:

- English Language Arts Academic Intervention
- Basketball
- African Dance with Drumming
- Stepping/Hip Hop
- Urban Arts Math Integration and Story Studio
- Math Academic Intervention
- Flag Football
- Peer Mediation
- School Newspaper
- Environmental Studies
- DJ Skills Program

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the ELA curriculum writing team will use a research-based program, Teachers College Reading and Writing, to collaboratively develop rigorous CCLS aligned units of study and performance tasks for students in grades 3 through 8 to improve instruction as measured by a 3% increase on the performance index on the NYS ELA exam.

Part 4 – 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>We will ensure that teachers are provided with professional learning on a weekly basis with the data specialist to analyze their students' data and develop differentiated student supports to ensure improved student outcomes.</p> <p>Teacher teams will meet regularly to discuss the data process and focus instructional strategies leading to student results.</p> <p>Teachers will use pre/post, formative, and summative assessments across grades in content areas so that alignment between rigorous CCLS aligned curriculum and assessments is ensured. Students will be assessed through running records at least 3x per year. On Demand writing will be used to determine student needs, literacy teacher's pedagogical needs, and whole school professional development.</p>	<p>All Teachers</p>	<p>On-going from September 2015-June 2016</p>	<p>Data Specialist and Administrative Team</p>
<p>All teachers will implement a school-wide data system that includes developing daily/weekly lesson assessments that are aligned to rigorous curriculum and CCLS.</p> <p>Teachers will adapt curriculum to support all student subgroups</p> <p>A comprehensive school-wide assessment calendar will be created and all teachers will continue to be trained in understanding data, and creating learning targets and goals, for all students, including ELLs and SWDs.</p> <p>Teachers will be provided with 30 sessions of on-going professional development which will be provided by TC staff developers to ensure implementation of TC curriculum. Teacher leaders will be developed as lab sites and will work closely with the literacy coach and TC staff developer to turn-key information and support teachers.</p>	<p>All Teachers</p>	<p>On-going from September 2015-June 2016</p>	<p>Data Specialist and Administrative Team</p>

In addition to the SLT, all parents will be given opportunities to attend trainings on the academic progress of their children. Parents will be invited to celebrations and recognition ceremonies for students. Parents will be also provided with a monthly newsletter highlighting content area overview and ways to support students.	All Teachers	On-going from September 2015-June 2016	Data Specialist and Administrative Team
We will continue to develop trust through the inclusion of all stakeholders - students, parents, staff, and administrators – in ongoing collaborations and communication. The Professional Learning Committee includes key staff and administrators in planning meetings.	All Teachers	On-going from September 2015-June 2016	Data Specialist and Administrative Team

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will provide teachers with structured times during and after school to meet on grade level and across grade levels with the data specialist and teacher team members review curriculum, to analyze data, plan rigorous lessons and assessments, to determine student growth. Per session and coverage funding Per session for curriculum mapping											
Part 5b. 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		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.
February 2016 School developed interim assessments for all students in grades 6 through 8 to determine student progress. February 2016 Review of observations, focusing on feedback to teachers as it relates to student groupings and the use of data to drive instruction.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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.	D
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.	D
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.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<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>Strengths</p> <ul style="list-style-type: none"> Teachers on all grade levels use SKEDULA to submit anecdotes on student behavior. The anecdotes are sent via email to the administrative staff, guidance counselors, and dean. Follow-up with students and parents is then conducted by one or all of the above individuals. <p>Needs</p> <ul style="list-style-type: none"> Based on the 2014-2015 OORS (Online Occurance Reporting System) midyear snapshot and mid-year teacher survey, 75% of teachers feel we are making progress towards order and discipline but we need to continue making progress. OORS indicates that the majority of incidents took place in the classroom, cafeteria, and schoolyard. In order to decrease these incidents, we have established weekly Restorative Circle groups, which will be provided by the dean and guidance counselor and mental health services for students, which will be provided by the CBO (Partnership with Children). * To provide all stakeholders with the opportunity to have voice in developing structures that will respond to the emotional and social needs of the school community, monthly meetings with key individuals (guidance, school safety, School Assessment Team, parent coordinator, SAPIS worker, dean, and the school administrative team) will take place to discuss needs and next steps for identified students. 		

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

By the end of the school renewal process, I would want stakeholders to describe Ethan Allen PS/MS306 as a school where all students feel respected and safe; where students are provided with the social and emotional support they need. A school where parents and staff receive emotional guidance and support. Partnerships for Children, the CBO that will work collaboratively with 306, will support our work through the provision of full time social workers five days weekly. Guidance, dean, and administration will be trained in Restorative Circles where they will meet with groups of students on a weekly basis. Guidance counselors will provide students with mandated counseling as well as at-risk counseling. These students will be provided services as needed and as identified by teachers, parents, and students themselves. Guidance will reach out to parents and provide information for outside services where needed. Teachers will input anecdotes into the SKEDULA system. Guidance, dean, and administration will receive these anecdotes and reach out to students for counseling and support. Targeted boys will participate in the Man Up mentoring program and targeted girls will participate in the Breaking The Cycle girls mentoring program. These programs give students the opportunity to discuss personal issues and share ideas.

It is important to give students voice and this will be done through a Student Government group. To ensure all voices are heard students from all grades in upper elementary and middle school will be represented. Students will be provided with peer mediation opportunities where students will learn skills to self-analyze, communicate, and resolve issues. In order to measure whether the work being done is effective, we will use our OORS and SKEDULA data to determine if the number of incidents and anecdotes are decreasing. Students and parents will also be provided with progress reports that give information on student’s social/emotional development. The Mobile Response Team will provide support to parents, students, and staff. They will conduct professional development sessions for parents and staff on topics such as

Attendance is an important part of students’ academic, social, and emotional growth. To improve attendance and chronic absenteeism, we will conduct parent workshops on the importance of attendance. Develop an attendance team that will conduct attendance outreach and develop attendance incentives.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, PS/MS306K will provide all students with a safe learning environment where all students feel respected, safe, and feel they have someone to go to for support as measured by a 25% decrease in the number of incidents based on the schools OORS report system and a 3% increase in attendance as measured by the school’s annual attendance report.

Part 4 – 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). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • The school will work with parents as partners and teachers to ensure that all students feel safe, supported and have someone they can go to for guidance. • Guidance, dean, and administrative staff will implement Restorative Circles with identified groups of students weekly. • Attendance incentives (awards, daily shout-outs, gift cards, ice-cream sundae parties for classes with 100% attendance, and parent certificates) will be provided to students to encourage daily attendance. 	<p>All Students</p>	<p>Weekly Restorative Circles from September 2015 to June 2016/ Monthly Awards Assembly from September 2015 to June 2016</p>	<p>Guidance Counselors, Dean, Administrative Staff, Attendance Team</p>
<ul style="list-style-type: none"> • Teachers will use SKEDULA to record student behavior. • Dean, guidance, and administration will use Restorative Circles weekly with students. • Daily attendance will be monitored and announcements will be made daily during morning announcements for all classes with 100% attendance. 	<p>All Students</p>	<p>Daily from September 2015 to June 2016</p>	<p>Guidance Counselor, Dean, Administrative Staff</p>
<p>The Mobile Response Team will conduct parent workshops that provide parents with information and allow for parent voice and input on children and family counseling services, strategies that strengthen the home-school connection and ensure the safety and academic success of all students.</p> <p>MRT will conduct workshops for teachers that focus on dealing with challenging students and how to show empathy for students. Our 21st Century grant will also provide professional development for teachers.</p>	<p>All Students</p>	<p>Monthly from August 2015- June 2016</p>	<p>Mobile Response Team, 21st Century PD Coaches</p>

Trust will be built through professional development feedback surveys from parents and teachers. Parents will be invited to participate in school trips, performances, award ceremonies, and meet with their child's teacher for a one-on-one meetings to discuss academic, social and emotional progress.	All Students	September 2015 – June 2016	All Staff
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per diem and per session for professional learning sessions after school and during school.											
Part 5b. 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		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. 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.											
<ul style="list-style-type: none"> ● In January 2016, review OORS report data to determine a 3% decrease from previous year. ● In December 2015 and February 2016, review attendance data to determine attendance improvement by 3% as compared to the same time frame in the previous school year. 											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Summative Vision, 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal 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), the American Institute of Research (AIR) Needs Assessment 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.	D
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
<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>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths In teachers’ respective grade level team meetings, teachers look at student work to determine alignment to the CCLS, students’ strengths and areas of need for further development. Teachers discuss instructional practices and strategies that meet the needs of their students, especially those in the bottom third. Teachers share their work and discuss implications for grade-wide instructional practices.</p> <p>Needs The school will follow the ATLAS Protocol for looking at student work. Teachers will use data from summative and formative assessments to plan tasks aligned to students needs. Teachers will ensure that lesson planning and instructional practices are aligned to CCLS curriculum maps and include multiple entry points to provide students with varied ways to engage in learning and achieve their targeted goals. Teachers will be provided with professional learning sessions for creating leveled tasks, including supplemental and accelerated activities to meet students’ learning needs for all students including ELL’s and SWD’s.</p>		

Part 2 – Summative Vision for Collaborative Teachers

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> How is the school organized to promote teacher collaboration? What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams? How are teachers providing opportunities for to deepen learning for higher achieving students?

4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

In order to ensure teachers have time to meet and plan instruction, they are scheduled for two periods (90 minutes) a week for teacher teams. During this time, teachers will follow the ATLAS Protocol for looking at student work. Teachers will collect data on students, pre-post assessments, interim assessments, and teacher made assessments. Teachers will work collaboratively to develop lessons based on the analysis of student work and data collected. Next steps for instruction will include grouping of students and development of multiple entry points for all students including ELL's and SWD's.

The school will implement a new reading program from Teachers College. Teachers will use this program as a guide in the creation of curriculum maps for English Language Arts. In all other subject areas, the Scope and Sequence will guide teachers in the creation of curriculum maps. Curriculum maps will be used by teachers in guiding their lesson planning. It will provide consistency across classrooms on a grade. During the afterschool/expanded day program, students will receive instruction aligned to the work students are doing during the school day.

Teachers will be provided with professional development conducted by teacher leaders, Talent Coach, CBO, TC College Reading and Writing coaches, and after-school grant coaches. Teachers will be given skills and strategies that will assist them with instruction and implementation of curriculum.

To ensure every child in the school feels safe, each teacher will create, with students, classroom rules and regulations and consequences. Teachers will use the SKEDULA system to record anecdotes on student's behavior. The guidance counselor, dean, and administration receives the anecdotes and will work together to meet the student's needs. The Mobile Response Team will work with teachers and parents to provide mental health services wherever needed. All staff members will be given the opportunity to reach out for assistance from the MRT (Mobile Response Team) as well. The CBO (Partnership with Children) will work collaboratively with the MRT and teachers in identifying students and their families that need additional supports that will enable students to be successful academically.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, grade four teacher teams will collaborate in weekly cycles of inquiry following the protocol for Looking at Student Work to analyze the effectiveness of instructional practices, student performance tasks, and develop lesson plans that include multiple points of access for all students, including ELL's and SWD's as measured by a 3% increase on the performance index on the NYS ELA exam.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Based on the Chancellor’s Professional Learning Handbook, school administrators will ensure collaborative professional learning opportunities for teachers around effective teaching practices.	All Teachers	September 2015 through June 2016	Administrative Team
Teachers will be provided with a minimum of two periods weekly for teacher team meetings to look at student work, analyze data, and plan instruction that meets the needs of all students including SWDs and ELLs. Teachers will be expected to include in lesson plans, multiple entry points that focus on different groupings and differentiated tasks.	All Teachers	September 2015 through June 2016	Administrative Team
Parents will be offered professional learning workshops from the ESL teacher, IEP teacher. 21st Century programs focus on how to assist their child/children at home in meeting the CCLS in mathematics and ensuring a home school connection.	All Teachers	September 2015 through June 2016	Administrative Team
Trust will be built through teacher/administrative collaboration. Walkthroughs done by a team of teachers and administrators will allow all to develop a common understanding of the Danielson Framework for Teaching and how to include multiple entry points in mathematics lessons.	All Teachers	September 2015 through June 2016	Administrative Team

Part 5 – Budget and Resource Alignment

Part 5a. 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 and per diem funding for teachers and administrators will be provided to support this goal .											
Part 5b. 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		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. 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.

- In January 2016, teachers will be given a survey to determine progress in meeting the social/emotional needs of students.
- In January 2016, students will be given a survey to determine progress to assess if there is a need to revise the action plan.
- In January and April, 2016, OORS reporting system will be analyzed to determine if there is a 3% decrease in the reporting of incidents in January and an additional 1% decrease in the reporting of incidents in April.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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 (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	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>Strengths Teachers ensure school-wide assessment practices that consistently reflect the use of ongoing checks for understanding and actionable feedback to improve student outcomes. Teachers maintain classroom data binders which include formative/summative assessments and student work products which are used to monitor progress.</p> <p>Needs The administrative team will continue with the current observation and feedback structure to ensure that every teacher receives targeted feedback that is specific and detailed for improving instructional strategies and integrating the CCLS, and for using resources related to instructional improvement. The administrative team will continue to implement a system for monitoring teachers' progress on identified components of the Teacher Effectiveness Framework.</p>		

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?

2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The mission and vision of the school cannot only be that of the principal. It has to be that of the entire school community. To ensure we have a shared vision and mission, the entire school community will be given the opportunity to provide input into the creation of the vision and mission of the school.

To show student improvement in all subjects across grade levels, pre/post and interim assessments aligned to the CCLS will be given to students. Data from the CCLS aligned assessments will be analyzed during teacher teams. Results of the analysis will be used to plan instruction and next steps. As teachers implement the lessons, they will continue to assess students and gather data. To show teacher growth, the administrative staff will conduct cycles of observations and provide teachers with timely, accurate, actionable feedback and next steps. Teachers will be provided with group and individualized professional development for the recommended next steps. Based on observations, and teacher needs, professional development will be planned and executed. Teacher progress on next steps will be tracked through a teacher tracking system.

Teachers and students all need support in order to show growth. To ensure teachers professional growth and student's academic and social/emotional growth, support will be needed. The support systems that will help students and staff will come from the Peer Collaborative Teacher, Teacher Talent Coach, Mobile Response Team, assistant principals, CBO, and other teachers. Teacher development will allow teachers to go out to professional development and come back and turn-key information.

Teachers who show growth in any of the Danielson areas, will be partnered with teachers who are still struggling in that area and will work with them to provide support and guidance.

Various teams will be developed to assist with shared accountability. Teachers, staff, and the CBO (Partnership with Children) will be part of teams (student attendance team, teacher professional development team, curriculum mapping team, and student behavior team, Pupil Personnel Team). Each of the teams will meet no less than once monthly to develop systems and strategies that will support growth in their specific area. Data from OORS and ATS will be used to monitor progress in attendance and student behavior. Each team will reach out to the school community for feedback on progress via surveys at least three times a year. Each team will share out information gathered from their meeting to the community on a monthly basis. The CBO will meet with the administrative staff on a bi-weekly basis to discuss school needs, how those needs will be met and progress towards meeting those needs.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, school leaders, along with the school professional development team, will create and implement a professional development plan that improves teachers instructional practices in questioning and discussion techniques, student engagement, and/or assessment in instruction as evidenced by a 10% increase in teachers improving by one performance level in Danielson's Component 3C (Engaging Students in Learning) as evidenced by formal and informal observations in Advance.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Based on the Danielson Framework For Teaching, all teachers will use a self-reflection form for their post observation feedback session that provides them with the opportunity to assess their instructional practices, and determine next steps. Teachers will be provided with a buddy teacher will give the opportunity for individualized support.</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrative Team</p>
<p>All teachers, including teachers of SWD’s and ELL’s will be given the opportunity to attend professional learning workshops that focus on strategies that assist teachers with student engagement, questioning, and assessments . Teachers will be developed to be teacher leaders who will provide support and professional development for other teachers. They will attend workshops and turn-key information. Ineffective and developing teachers in specific Danielson domains will be paired with teachers who are effective or highly effective in those domains.</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrative Team Teacher Leaders/Grade Leaders</p>
<p>Parents will be given the opportunity to attend the schools Open House where they will receive information regarding the school curriculum for all grades and subjects. Parent workshops that focus on topics such as Common Core Standards. What are they and how do they affect my child? will be provided on a monthly basis.</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrative Team</p>
<p>Trust will be built through collaborative feedback sessions that allow teachers and administrators to engage in collegial discussions relating to current instructional practices. The teachers and administrators will develop a timeline for follow-up and support ensuring transparency between stakeholders.</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrative Team</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per diem funding for substitute teachers so that teachers can attend professional development session during the school day.

Part 5b. 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		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, the administrative team will review teacher growth in targeted areas by reviewing formal and informal observation feedback, to determine consistency in feedback and teacher’s growth in instructional practices, and teacher growth and development professionally through the attendance of professional learning sessions. We will also review data collected from interim assessments to determine student growth in all academic areas.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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.	D
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.	D
<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>Strengths The school conducts monthly parent workshops (Zumba/Cyberbullying, Home School Connection, Zumba/Musical Transition, Zumba/Summer Resources) through the 21st Century grant. The assistant principal holds a Second Cup of Coffee workshop every month which provides parents with support around new initiatives, personal health, healthy eating, academic student support, college and career readiness skills for students, and career development.</p> <p>Needs In order for the school’s strategy and practices to move to an effective rating, the school must develop a shared vision among staff, students, families and community organizations that focuses on high expectations and resources to support student learning and growth. We are providing professional learning for all staff on how to communicate and work with families in a positive, respectful and sustained partnership to effectively collaborate to meet students’ academic, social, and emotional needs and promote learning goals.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment? How does the school provide support to families so that they understand and can take an active role in what their child is learning?
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3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

To increase parent involvement within the school, we will provide parents with the opportunity to participate in our Learning Leaders program. All parents who are part of our Learning Leaders program will be assigned to various tasks that support student academic and social/emotional growth within the school. Parents will be invited to an Open House at the beginning of the year where they will be provided with information on the curriculum, behavioral and academic expectations, and school goals. During weekly parent involvement time, teachers will plan workshops for the parents in their classes that focus on topics such as data, curriculum, progress reports, and use of the SKEDULA system where teachers enter anecdotes on students. Parents will also be provided with support and information from the Mobile Response Team and Partnerships for Children, the CBO, for assistance wherever needed. The CBO will provide a social worker to parents and be available to them every school day.

At the beginning of the school year, parents will be provided a survey by their child's teacher where they will be asked to supply information that will assist the teacher in understanding the needs of their child. The Parent Teacher Association, Mobile Response Team, School Assessment Team, and CBO will have dedicated rooms where parents can go, depending upon their need, if they have questions or concerns.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the school, CBO, and parents will develop a stronger partnership as measured by a 20% increase in the number of parent/guardian participants in Parent Teacher Association meetings and parent workshops as well as parents agreeing on school communication as evidenced by a 3% increase on the school survey in school culture.

Part 4 – 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>Our systems and structures for developing strong parent and community ties are based on Karen Mapp’s Family Engagement Capacity Building Framework and parent surveys at the beginning of the year. Communication to parents, teachers, and staff will be done through letters, emails, newsletters, and workshops.</p>	<p>All Parents</p>	<p>October 2015 through June 2016</p>	<p>Administrative Staff, Teachers, Professional Learning Teaching Artists</p>
<p>All teachers, including teachers of SWD’s and ELL’s, will be provided with professional learning that focuses on the development of goals for students and strategies that will help support parents in addressing students social/emotional and academic needs.</p>	<p>All Parents</p>	<p>September 2015 through June 2016</p>	<p>Administrative Staff, Teachers, Professional Learning Teaching Artists</p>
<p>During weekly parent outreach time, teachers will communicate regularly with families about their child’s academic, social and emotional growth. Each grade will develop monthly newsletters for parents to provide information on curriculum, student work, academic and social/emotional achievements of students.</p>	<p>All Parents</p>	<p>September 2015 through June 2016</p>	<p>Administrative Staff and All Teachers</p>
<p>In order to develop trust with parents, we will continually communicate students’ academic progress, school initiatives, parent meetings, and any information that relates to the school through monthly progress reports, school newsletters, emails, and memos/letters to parents.</p>	<p>All Parents</p>	<p>September 2015 through June 2016</p>	<p>Administrative Staff and All Teachers</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>In order to encourage parents to be a part of the school community, we will conduct some of the workshops in the afternoon, following the end of the school day. Teachers and outside teaching artists will be paid per session/fee to conduct afterschool workshops. Per session funding will be needed for these activities.</p>
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In January 2016, a review of parent sign in sheets and surveys from conferences and parent meetings.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By November 2015, 50% of students in grades pre-K through 8 will participate in our Expanded Learning Time academic intervention services in literacy, which will be provided by teachers with support from the CBO, Partnerships with Children as measured by 50% of students attending ELT.
By November 2015, 50% of students in grades pre-K through 8 will participate in our Expanded Learning Time academic intervention services in mathematics, which will be provided by teachers with support from the CBO, Partnerships with Children as measured by 50% of students attending ELT.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?

- How will outreach be made to families?

The school will provide five hours of ELT activities to students Tuesday through Friday. Parents will be notified of the ELT through notices that will be backpacked home, notices on the entrance and exit to the building door to door notification by the CBO (Partnership with Children).

All students in grades K through 8 will be offered academic and social activities during the expanded learning day that will be provided by the following individuals:

- Partnerships with Children, our newly appointed CBO
- 21st Century Sports and Arts in Schools Foundation

Each of the programs listed will offer one or more of the following activities for students:

- English Language Arts Academic Intervention
 - Basketball * Violin
 - African Dance with Drumming * Piano
 - Stepping/Hip Hop * Ballet
 - Urban Arts Math Integration and Story Studio * Rugby
 - Math Academic Intervention
 - ELA Academic Intervention
 - Flag Football
 - STEM
 - Peer Mediation
 - School Newspaper
 - Environmental Studies
 - DJ Skills Program

During the ELT, teachers will conduct after-school clubs on Fridays. These clubs will be based on student interest through a learning inventory survey. All instructors who provide instruction to students during ELT will be licensed teachers in the content area they will teach. The CBO will be available for social/emotional support during the after-school. Teachers will participate in professional development which will be provided by the assistant principals and the 21st Century after-school program. Parent workshop will also be conducted by the 21st Century program, teachers, and assistant principals, and guidance.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The school, CBO, and 21st Century program will work together to create a schedule so students have access to all available programs. The assistant principals will supervise programs provided by the school and 21st Century and the CBO will supervise their programs. To assess the progress students are making in the programs, all students in the academic programs will take interim assessments and for the music and arts programs, students will be given at least two surveys to complete to determine the success of the programs.

Part 4b. Timeline for implementation and completion, including start and end dates.

Implementation of all programs will begin in October 2015 and the completion dates will be in June 2016.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Title I funding, Fair Student funding, and funding from the 21st Century After-school grant will be used for teachers and administrators to support the implementation of this goal.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

Part 6 – ELT Progress Monitoring

Part 6a. 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.

Students will be given interim assessments for academic progress a minimum of three times per year and student surveys for sports, art, and music programs students will take surveys a minimum of two times per year.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Beginning August 2015, PS/MS306K and Partnerships with Children will work collaboratively to develop and implement a program that will provide 50% of students in grades pre-K through 8 with academic and social development programs during ELT from October 2015 through June 2016 as measured by 50% of students registering and attending these programs.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

Since this is a Renewal School, all students in grades K through 8 will be the target population.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

- June 2015 the School Leadership Team and Partnerships with Children will meet to select a Community School Director.
- Partnership with Children will assist the school in meeting benchmark goals in attendance, parent involvement, and social/emotional growth of students.
- The Community School Director will meet with PTA, school administrative team, parent coordinator, School Assessment Team, Pupil Personnel Team, and Attendance Team weekly/monthly, to discuss progress towards meeting benchmarks and modifying plans where necessary.
- July 2015, the director of Partnerships with Children and PS/MS306K will meet to review data and create a plan of action that will be implemented by October 2015 during the school day and during ELT.
- Through the conduction of a needs assessment, strategic programming of classes and mental health services that will be offered to students during ELT and during the school day will take place.
- The school, along with the SLT and Community School Director will create a calendar of school activities for all community stakeholders that will include parent workshops that will take place monthly beginning September 2015 and continue through June 2016.

- All key staff, including SLT members, Community School Director, and Assistant Principals will meet weekly to analyze the work that is being conducted and to determine, based on data collected, whether modifications need to be made to any of the programs being implemented.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The CBO’s Community School Director, with assistance from the principal, assistant principal, and key staff, will be responsible for overseeing the Community School Program. To assess the progress students are making in the programs, all students in the academic program will take interim assessments and for the social/emotional programs will complete a survey to determine the success of the programs.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Title 1 funding and Fair Student funding will be used to pay pro-rata for teachers and administrators.

Part 3c. Timeline for implementation and completion, including start and end dates.

Implementation will begin June 2015 and completion will be June 2016.

Section 8: 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)	Since the school is a Renewal school, all students are eligible for AIS services.	All students will be provided an additional period of literacy that will focus on TC Reading and Writing strategies. Teachers will conference with students in order to provide actionable feedback and next steps.	TC Writing will be delivered in small groups and whole class sessions	During the school day.
Mathematics	Since the school is a Renewal school, all students are eligible for AIS services.	Small group and individualized instruction. Ready New York, Study Island, and/or Mathletics will be used to address the needs of our struggling students. These are used for instructional and assessment purposes. Teachers track student progress and administrators review data.	Students will receive AIS services a minimum of two times weekly in small groups of fifteen or less.	During ELT a minimum of two days a week.
Science	Since the school is a Renewal school, all students are eligible for AIS services.	ELT that will focus on AIS services for students in grades 4 and 8 beginning February 2016 through May 2016	Students will receive AIS services a minimum of two days a week during ELT beginning October 2015.	During ELT a minimum of two days a week.
Social Studies	Since the school is a Renewal school, all students are eligible for AIS services.	Teachers will use ELA strategies in conjunction with unit tests, exit projects,	Students will receive small group support within the class during their	During ELT a minimum of two days a week.

		chapter tests and benchmarks to address the needs of the students.	social studies period. Students will focus on close reading of documents and respond to DBQ's using evidence from the text to guide discussions and writing.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Since the school is a Renewal school, all students are eligible for AIS services.	Individual and group counseling will be provided by the guidance counselor, school psychologist, Mobile Response Team, and school social worker to address students' emotional and/or academic needs. Role playing, group intervention, family intervention counseling and if needed, referral for outside family counseling. Over aged students will be provided with exit interviews where applicable and counseling services to address needs.	Conduct informal observations and tests to assess academic skills and behavioral difficulties. Provide psychological counseling to help resolve interpersonal problems that interfere with school performance.	During the school day.

Section 9: 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.
Strategies and activities include recruiting and interviewing highly qualified ATRs (Absence Reserve Teachers). Administrators and key staff will attend recruitment fairs and contact and interview prospective teachers who have submitted resumes. To retain highly qualified teachers, we will develop grade leaders, and lab sites where teachers can go for support and inter-visitations.

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).
Principal, assistant principals, teachers, and paraprofessionals will attend high quality professional learning provided by the NYCDOE, Teachers College, and outside staff developers. All individuals who attend PD will turnkey information to staff.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

To assist students and parents with the transition, parent workshops are conducted monthly on topics such as curriculum, Common Core Standards, and strategies for helping with homework. All teachers, including Pre-K teachers, have access to the curriculum maps in Rubicon Atlas where teachers can provide notes and anecdotes on students which can be viewed by all.

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 participate in curriculum mapping where assessments are developed and included in the maps. Teachers are provided professional learning during teacher team meetings to discuss and analyze data from the assessments.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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	608,215.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$119,905	X	
Title II, Part A	Federal	158,991.00	X	
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,330,779.00	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/RSCEP.
- **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 10: 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 RSCEP 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. **Ethan Allen, PS/MS306K**, 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. **[Ethan Allen, PS/MS 306K]** 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

Ethan Allen PS/MS306K, 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.

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 19	Borough Brooklyn	School Number 306
School Name The Ethan Allen 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 LaWrence Burroughs	Assistant Principal Yasmin Moodie
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Elba Nieves	School Counselor Tamau Elliott
Teacher/Subject Area Donna Sowerby/IEP Teacher	Parent Felicia Fann
Teacher/Subject Area type here	Parent Coordinator Helene Thomas
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Joyce Stallings-Harte	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	553	Total number of ELLs	17	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	2

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	13	0	3	2	0	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		2		1	1	3	1	2	3					0
Chinese														0
Russian														0
Bengali		1	1					1						0
Urdu														0
Arabic														0
Haitian			1											0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	1				0
5	1				0
6	2				0
7	3				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	1								0
4	2	1							0
5	1								0
6	1	1							0
7	3								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			1	1	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.
The assessment tools that our school uses to assess the early literacy skills of our ELLs are DRA, TCRWP and the NYSESLAT. The DRA, TCRWP and the NYSESLAT data helps to determine the appropriate instructional plan for our ELLs in which scaffolding and differentiating instruction is based according to the score and grade level, as well as by individual student need.
- What is revealed by the data patterns across performance levels (on the NYSTELL and NYSESLAT) and grades?
The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly Newcomers.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
After reviewing the NYSESLAT data, the patterns revealed were:
Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.
After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:
 - Students who are former ELLs are outperforming the Non-ELLs students across the grades.
 - Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA.
- 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?

4. Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, TCRWP, MOSL, Pre/Post Assessments per unit, State exams, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use of technological activities in the classroom.
- Utilization of TC Reading/Writing program for grades K-8, both fully aligned and meeting the CCLS rigorous requirements and Pearson's "Go Math" programs for grades K-5 and grades 6-8 Pearson's "Math Connections" to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ENL to target language modalities according to their needs.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT (Title III), contingent upon Title III funding.
- All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for teaching ELLs in English Language Arts

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ENL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that the Assistant Principals work closely with teachers (ELA, ENL) to support rigorous instruction.
- Implement a print rich environment, use of bilingual dictionaries and bilingual glossaries in the ELA classrooms.

Implications for teaching ELLs in Mathematics

- In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:
- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
- Incorporating writing as a component of the mathematics lesson, e.g. journals.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Ensure the identification and analysis of student strengths and weaknesses to drive and differentiate instruction.
- Collaboration between content area and ENL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.

- Ensure that Assistant Principals work closely with teachers to support rigorous instruction.

Implications for teaching ELLs in Social Studies

- Collaboration between content area and ENL teachers to map out student specific needs.
- Encourage Science teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Science Coordinator works closely with the ENL teacher to support rigorous instruction.

Plan for Newcomers

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

- An informal student orientation.
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.

- Home school communication.

Plan for Long Term ELLs

Long term ELLs are one of the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Encourage their participation in the TC Reading/Writing program for grades K-8 both fully aligned and meeting the CCLS rigorous requirements and Pearson's "Go Math" for grades K-5 and grades 6-8 use Pearson's "Math Connections" to enrich their language and academic skills.
- Small group pull-out AIS during the school day.

Plan for Special Needs Students

We have 6 students of special needs that require ENL services. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
- Collaboration between the ENL teacher and IEP contact person.
- Monitoring newcomer student for possible special needs status.
- The delivery of AIS services during the school day. School assessment team is consulted, when possible, if special needs concerns arise.

The Language Allocation Policy and instruction focuses on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ENL and general education teachers will continue to collaborate on students' needs. Teachers will combine the Cognitive Academic Language Learning Approach (CALLA) with TC Reading/Writing model. ENL methodologies and techniques will be used in the ENL classrooms as well as in the general education classrooms. Such methodologies include scaffolding and the use of realia, songs, art and role-play to aid in comprehension. The teacher of ELLs uses instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, big-book and transparencies. As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be paired with non-ELLs. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent.

For school year 2015-2016, PS/MS306K will implement the TC Reading program and continue the TC Writing program. The daily instructional schedule currently requires teachers to include additional literacy instruction. All grades follow the TC Reading/Writing model. In addition, TC instruction is given during Extended Learning Time (ELT). Wilson Foundations will be implemented to all students in K-3 classrooms with a systematic program in the foundational skills of reading and spelling, emphasizing phonemic awareness, phonics word-study, high frequency word study, fluency, vocabulary, handwriting and spelling.

ELA/ENL

The PS/MS 306K literacy curriculum includes a minimum of 150 minutes of literacy instruction with a 90 minute reading block and a 45 minute writing block for all grades/classes. The reading block for grades K through grade 8 use the TC Reading program fully aligned and meeting the CCLS rigorous requirements, including whole and small group, differentiated instruction. Curriculum Maps for each grade have been established and continuously revised by teachers' input, based on data and the individual needs of their students. They also serve to assist teachers with their pacing and focus of each lesson. Literacy centers are facilitated daily, including guided reading, independent reading and partnership practices where all students, including ELLs, receive teacher led and independent practice. The TC Reading/Writing program, both have an ELLs intervention kit and additional ELL intervention lesson plans within the core program. The intervention kit is implemented and monitored by our ENL teacher, Ms. Nieves, while classroom teachers use the intervention core lesson plans in addition to other manipulative materials such as flashcards, audio books, and vocabulary games monitored by Ms. Nieves. All classroom libraries are appropriately leveled in accordance to the CCLS and labeled as such by level and genre. Beginning in January of the school year, each class will additionally be engaged in the process of developing a Performance Task (a long-term project, representing a focus of each grade's ELA and Math curricula) which every student will be required to present at the end of the school year.

Mathematics

The Pearson's "Go Math" core curriculum program for grades K-5 and Pearson's "Math Connections" for grades 6-8 are used for math instruction. Ninety minutes of instructional time in math is provided every day, with at least 45 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ENL instruction, ELLs in the upper grades are exposed to mathematical language and functions with ENL methodologies.

Science /Social Studies

PS/MS306K has a program for content area instruction that utilizes cluster teachers for primary instruction in both Science and Social Studies. All classes receive at least two periods a week of instruction in each subject. Cluster teachers meet regularly to plan instruction based on the state standards and the core curriculum. Units are planned and classroom teachers receive curriculum maps of the topics to be covered. This allows teachers to support content area instruction in the classroom. Cluster teachers are also provided with their own

classrooms, providing the opportunity for the development of instructional environments that support student learning. This is particularly important in Science. It is expected that this program will continue.

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](#).] PS/MS 306 uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (grades K-5) by providing the opportunity, through on-going checks, to track the progress of students identified as needing intervention toward meeting learning standards. Data collected as part of progress monitoring are used to make informed decisions about changes to instruction and/or intervention.

For each English language learner who scores below specified levels of performance on the annual NYSESLAT assessment, our school determines the additional support services to provide the student, taking into consideration evidence such as the following:

- Number of years of instruction in ENL program
- English and home language literacy
- Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency assessment exam
- Bilingual education or English as a new language teacher recommendation
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language
- Bilingual educational evaluation, if the student has or is suspected of having a disability

Small group AIS sessions will be in place for each grade prior to all state assessments, to focus on literacy and academic language.

6. How do you make sure that a student's new language development is considered in instructional decisions?
A student's new language development is considered in instructional decisions by:
- Considering the specific characteristics of the first language.
 - Building on research with monolingual English-speaking students as well as first-language research on literacy, but make adaptations to develop English-learning students' oral-language proficiency in second-language content area instruction.
 - Ensure students have access to grade-appropriate materials that support strategies and skills by using methods such as scaffolding and using the student's native language.
 - Differentiate instruction based on ongoing progress monitoring.
 - Simultaneous and explicit teaching of language and literacy
 - Explicit instruction of academic language used in the grade level academic content area and aligned to grade level standards.
7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

ELL program success

The success of the ELL program is measured in many ways. It is measured by the advancement of the ELLs on the NYSESLAT, by improvements in writing and speaking ability, by the comfort levels of ELLs in using English in every day settings including academic activities and by the performance of ELLs on state assessments.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
- The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the

NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. When parents enroll their child in a school, the school must determine the enrollment status category to which the student belongs. At enrollment, Ms. Nieves, a trained pedagogue administers a Home Language Identification Survey (HLIS) in the language that the parent or guardian is comfortable with to determine what language the child speaks at home. Upon looking at the HLIS and determining potential flagging as an English Language Learner (ELL), Ms. Elba Nieves or another fully certified, licensed pedagogue, trained in the intake process performs an informal interview with the child in English and if necessary, in the child's native language to see how proficient the child is both in English and his/her native language. An interview is also conducted with the parent or guardian in his/her native language. Based on the responses on the HLIS and interviews with the parents/guardian and student, Ms. Elba Nieves the ENL teacher, determines whether or not the student is a potential ELL and administers the NYSITELL to determine English language proficiency. If the child scores below proficiency on the NYSITELL and the child's home language is Spanish, the child will take the Spanish LAB to determine fluency in the home language. This is an ongoing process and is done within ten days of registration. Once the NYSITELL answer document is scanned and results appear in ATS, the student is placed in an appropriate classroom and a placement letter is sent to the parents or guardians.

Furthermore, upon enrollment the school must determine the enrollment status category to which the student belongs. For example, 1) If a student is enrolled for the first time in New York City and was never in a New York City or in a New York State public school, the student must complete the entire ELL Identification Process. 2) If a student is enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years), the school is required to obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools. 3) If a student is enrolling as a former New York City or New York State public school student, and is reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years, they must complete the entire ELL Identification Process beginning with the determination of the home language.

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).

Assessments given within 30 days of enrollment such as 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. In addition, it should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices and is given to student's whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish . Furthermore, the LENS is administered to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.

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

If a newly enrolled student has an IEP and has a home language other than English, the principal has the Language Proficiency Team (LPT) consisting of Ms. Elba Nieves, the certified ENL teacher and Ms. Donna Sowerby, the IEP teacher, to determine the child's eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, administration will proceed. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent (or designee).

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.

Within 5 school days of ELL determination, Ms. Nieves, the ENL teacher sends entitlement and non-entitlement letters home with students informing parents of the results of the NYSITELL and ELL status 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).

Upon written request of a student's parent/guardian or a student's teacher that they believe a student may have been misidentified as an ELL or non-ELL they can request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs. At this time, the school must initiate a review of the ELL status determination.

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.

Parents are invited within ten days of registering their child in New York City to attend a parent orientation to understand all three program choices: Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding English as a New Language (FENL). The

process begins when a student is determined to be a potential ELL via the HLIS. Parents are invited to an orientation to learn and make an educated decision about the three models of ENL programs available. The initial invitation is backpacked with a response time line of five days. If no response is received, a second notice is backpacked and sent home. After a second non response, a phone call is made to reach out to the parents and invite them to the orientation. At the orientation, Ms. Elba Nieves has the parents or guardians view the Parent Orientation Video which explains the three program choices options in their home language. The school will contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff.

After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school must document and include attempts to gather initial parent selection preference; documentation should be maintained using existing procedures established by the school.

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.

Parent surveys and program selection forms are completed on site and collected by Ms. Nieves, the ENL teacher. Parent surveys and program selection forms are kept in student's file and additional copies of the parent survey and program selection forms are kept by the ENL teacher, Ms. Nieves, in a binder. A copy of the parent surveys are also given to Ms. Helene Thomas, the parent coordinator. If a parent does not return the parent program selection form, the student is placed in the ENL program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent surveys and program selection forms are completed on site and collected by Ms. Nieves, the ENL teacher.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the student's program has been determined based on the parents program selection choice and program availability, the school sends parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents must be kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. ELL documents include the following: Dated and signed copies of each student's
 - Home Language Identification Survey
 - Parent Survey and Selection Form
 - Program Placement Letter
 - Entitlement letter (newly identified ELLs)
 - Continued entitlement letter (continuing ELLs)
 - Non entitlement letter
 - Language Proficiency Team NYSITELL Determination Form

In additionally, copies of the above documents are maintained in an ELL Binder which is keep by Ms. Nieves, the ENL Teacher.

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

Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. Schools are not penalized for administering the speaking section during the last 2 weeks.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued Entitlement Letters are sent to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested has been ENL as their number 1 program of choice (100% ENL). In years 2010 to 2015, all parents who enrolled their students for the first time chose ENL as their preferred program.

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.

Beginning in the 2015-16 school year, ELLs will receive all or part of their ENL through an integrated model, which refers to a unit of study or its equivalent in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction. The integrated ENL along with a subject area taught are dependent upon the student's proficiency level. In grades K to 8, at the entering, emerging and transitioning levels, integrated ENL with ELA is provided; at the expanding level, the integrated ENL is with any content area that best meets the needs of the student.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Ms. Nieves, the ENL teacher, ensures that all students receive the mandated minutes of ENL instruction per week as per CR 154 based on proficiency levels from the NYSITELL/LAB-R and NYSESLAT scores. To ensure that the mandated number of instructional minutes is provided, the ENL teacher will post a copy of her program schedule where it is easily visible by school leadership. A copy of each student's schedule is given to the classroom teacher.

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.

Scaffolding and differentiated instruction is based on student proficiency level and collaborative planning by classroom and content teachers. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. Text is adapted to meet each student's individual needs as needed. In addition, native language support, such as the use of bilingual dictionaries, materials in the native language, and strategic homogeneous linguistic grouping are offered to all ELLs. A literacy approach is aligned to the criteria of Common Core Learning Standards (CCLS) that is consistent with the ELA approach in most literacy classes.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

PS/MS306K offers a freestanding ENL program which uses the pull-out/push-in model. In the pull-out model, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. The ESL teacher plans carefully with general education teachers to ensure curricular alignment. Students travel to another classroom to receive ENL instruction which is provided by Ms. Elba Nieves, a certified teacher. In the push-in model, the ENL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The programs are available for ELLs in all grades and at all levels: Entering, Emerging, Transitioning, Expanding and Commanding. The allotted time for ENL instruction is determined by the students' English language proficiency levels. The school schedule begins at 8:00 am and ends at 3:35 pm. Thorough consideration to scheduling needs is given by Ms. Elba Nieves, the ENL teacher, to allow Entering, Emerging and Transitioning students to receive 360 minutes of instruction weekly (double periods/45 minutes each period, four times a week), Expanding students receive 180 minutes per week (one period/45 minutes, four times a week) and Commanding students receive 90 minutes of instruction per week. Students are grouped in heterogeneous groups. Content will be the focus of instruction, but the primary objective of instruction will be to promote language learning through listening, speaking, reading and writing in English. In freestanding ENL programs,

language arts is taught using ENL and ELA methodologies aligned with the CCLS. Content areas are taught in English using ENL strategies and aligned with the CCLS.

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

Home language support is provided as needed. The school library, classroom teachers, parents and ELL students in grades three through eight each have a set of bilingual glossaries for use in the student's native language for Math, Science and Social Studies. Bilingual dictionaries are also available for student use in all grades.

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

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by their content teachers and Ms. Nieves, the ENL teacher, who align lessons using SIOP to the New Language Arts Progressions. Ms. Nieves, the ENL teacher differentiates instruction according to the NYSESLAT score and grade level, as well as by individual student need as measured by writing samples, observations, conferencing and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs.

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

English Program

Current English Language Learners Instructional Programs

PS/MS306K implements a Freestanding English as a New Language (ENL) Program. The primary goal of the program is to:

- Assist students in achieving English Language proficiency within three years.
- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ENL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

Freestanding English as a New Language Program

In the Freestanding ENL component we have students, from grades kindergarten through grade eight. They range from Entering to Commanding proficiency levels. Depending on their proficiency level, they receive from 90 minutes to 360 minutes a week of ENL Push In/Pull Out assistance in their classroom. The teacher in the ENL program is fully certified.

The goal of our ENL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ENL teachers that work with our ELLs in the ENL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ENL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, contextualization, text representation and metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ENL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrases and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials

The Freestanding ENL program does not use a particular text, using literacy instruction as an element aligned to the criteria of CCLS. This includes the use of high interest/low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

a. Plan for SIFE

There are no SIFE students currently enrolled at PS/MS306K. In the event that a SIFE enrolls in our school, they will participate in the ENL program. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas.

b. Plan for Newcomer ELLs

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

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication
- Bilingual glossaries in student's native language and bilingual dictionaries are supplied.

Based on the results of their NYSITELLAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

c. Plan for Developing ELLs :

Both the classroom teacher and the ENL teacher use scaffolding and realia. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

- The ENL Pull-out/Push-in program at PS/MS306K focuses on the following for all ELLs:
- Academic rigor
- The use of ENL methodologies during instruction
- Alignment of all instruction with the Common Core State Standards and the New Language Arts Progressions (K-8)
- The recruitment and retention of high quality teachers of English Language Learners.

d. Plan for Long Term ELLs

Long terms ELLs are one of the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the TC Reading program and TC Writing program, both fully aligned and meeting the CCLS rigorous requirements and Pearson's "Go Math" programs for grades K-5 and grades 6-8 Pearson's "Math Connections" to enrich their language and academic skills.
- Long term ELLs will continue to receive their mandated ENL services plus additional support that will be provided through a Personal Intervention Program and an after-school program.

Plan for Former ELLs

- Former ELLs will continue to receive all ELL testing accommodations and 90 minutes per week of Integrated ENL in ELA or Content area or other approved services.
- Former ELLs can participate in the school's supplemental ELL program if the activities would further benefit the language development of the participating students.
- Former ELLs can continue articulation and support with Ms. Nieves, the ENL teacher.

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.

For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, the school ensures that the student's academic progress has not been adversely affected by the re-identification by having the principal, 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?

Plan for ELL Special Needs Students

Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ENL teacher and IEP contact person.
- Monitoring newcomer student for possible special needs status.
- The delivery of AIS services during the school day.
- Instructional strategies and grade-level materials that teachers of ELL-SWDs will use that both provides access to academic content areas and accelerate English language development are as follows:
 - oSmall group/individual instruction
 - oDirections repeated and rephrased
 - oAdditional practice and repetition of tasks
 - oInformation given in small increments
 - oDifferentiated instruction grouping
 - oManipulatives and picture cues
 - oMulti-modality instruction
- Behavior modification techniques to motivate students and limit frustration
- NYSAA - Alternate grade level indicators (modified standards)
- Ongoing assessments, evaluations and observations will address appropriate placement and concerns of teachers and parents.
- At-Risk counseling
- At-Risk resource room

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?

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or NYSITELL/Lab-R scores. Special Education teachers as well as subject teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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.

Chart

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

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

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

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

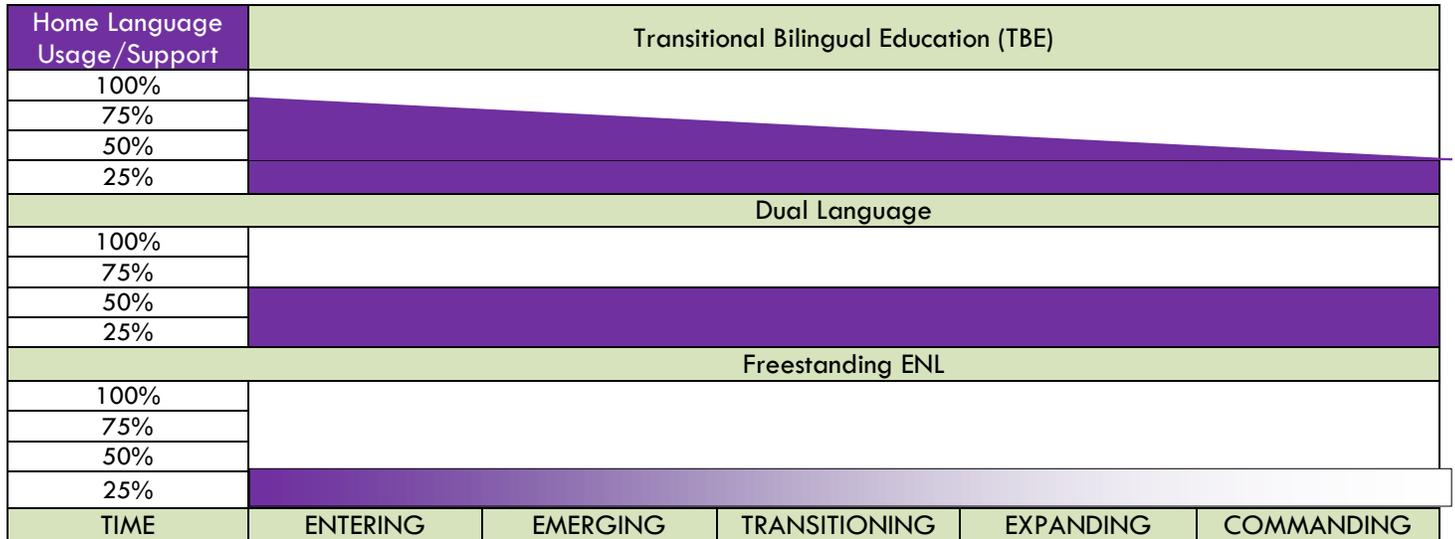


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our current ELL population is supported by Ms. Nieves, the ENL teacher who is proficient in Spanish.
As often as possible, we make sure to pair our ELLs with students who speak their native language and use peer to peer instruction to ease shyness of expression. We institute the use of computer aided dictionaries and language programs as well as visual aids and native language literature.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
PS/MS306K 's free standing, pull-out/push-in heterogeneous ENL program is meeting the needs of the ELLs in content and language development by providing all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group and/or providing native language support resources .
12. What new programs or improvements will be considered for the upcoming school year?
Currently, we are using TC Reading and TC Writing program for grades K-8 both fully aligned and meeting the CCLS rigorous requirements and Pearson's "Go Math" programs for grades K-5 and grades 6-8 Pearson's "Math Connections" to meet students' needs at their level of performance.
13. What programs/services for ELLs will be discontinued and why?
No programs/services for ELLs will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all programs by receiving announcements, applications, calendars, and parent notifications in home language.
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.
Instructional materials including technology/ Instructional materials in Content Areas
PS/MS306K utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ELLs are also used to bolster student ability and use of technology such as student laptops and Smart Boards. The Freestanding ENL program does not use a particular text, using literacy instruction as an element aligned to the criteria of CCLS. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:
•Attanasio and Associates Getting Ready for the New NYSESLAT
•New York State Coach: ELA
•New York State Coach: Mathematics
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home Language Support
Home language support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual glossaries and dictionaries and text in Spanish, Haitian Creole, French and Begali, whenever needed. Spanish speaking ELLs are provided additional support by the Spanish speaking ENL provider that is their ENL teacher.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Support Services
All ELLs have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselor assist students with middle school and high school requirements.
The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in their native language to ensure effective communication and parent involvement.
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).
Supplementary Programs
In order to support learning and foster community involvement, we use our funding to create a supplementary program for ELLs. These include:

•21st Century Programs:
Elementary Grade 5 and Middle School ELLs are offered to participate in the 21st Century Program which began on:
September 29th & 30th: Integrations begin
October 2nd: 8th Grade Story Studio

October 5th: 5th Grade Story Studio

Story Studio

Mondays: Grade 5 (Periods 2, 3, 4, 5 and 7) 32 Sessions Fridays: Grade 8 (Periods 1-6) 32 Sessions

Story Studio is a proven affective Arts and English Language integration program for elementary, middle and high school students. The program uses drawing, painting, collage, storyboarding and simple acting techniques combined with structured reading, writing and vocabulary activities with the goal of advancing students' proficiency and fluency in the English Language.

Arts integration

is student center instruction of innovative arts-based curricula tailored to enhance common core standards. Through arts integration students are engaged in experiences in which they actively build and demonstrate their understanding of both the art form and the other curriculum area. Using exciting project-based, hands-on learning and applying real-life application to abstract concepts, arts integration helps students of all learning styles - visual, kinesthetic, or aural re-engage their interest in learning.

STEM Wednesday/Thursday: 3:45 to 5:45 pm

Math Integration (Urban Arts) Grade 5: Wednesday, 8:05 am to 11:58 am

Grade 8: Tuesday, 8:05 am to 11:58 am

In addition through the NYC D.O.E. 21st Century Community Learning Center Project, Middle School students can participate in the following recreational activities (Start Date: October 5, 2015):

Basketball: Monday, 2:30 pm to 4:30 pm; Wednesdays/Friday, 3:45 pm to 5:45 pm

Flag Football: Tuesday, Thursday, Friday from 3:45 pm to 5:45 pm

Hip Hop/Stepping: Monday, 2:30 pm to 4:30 pm; Wednesday/Friday, 3:45 pm to 5:45 pm

African Dance: Tuesday/Thursday, 3:45 pm to 5:45 pm

Publicolor

On Saturdays, Publicolor students, parents, teachers and volunteers paint side by side. Publicolor encourages our volunteers to talk about their jobs and the education they need to do their work. Research confirms that this type of high-level conversation between students and adults is a better predictor of academic performance than family income. Math and literacy are embedded in all of our activities, and our project-based curriculum is aligned to the Common Core Learning Standards. Through learning commercial painting and working as a team, students develop critical thinking, resilience, confidence, and productive work habits.

19. What language electives are offered to ELLs?

The following programs foster community involvement but are at no cost to Title III funding:

•Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Family Day, the Annual School Bar-B-Q, Multicultural Day, and Flag Day. At these events, the school and community can come together to recognize student achievements in arts and academics.

•Translation and Interpretation Services: These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- 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.)

PS/MS 306 will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) 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. English as a new language teachers, will receive a minimum of fifty percent (50%) of the required professional development hours 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.

PD plan for teachers and staff working with ELLs
Professional development is provided by school staff and the community learning support personnel organization.
School Staff: Within the schools Professional Development program, the focus is on:

 - The literacy needs of our ELL population within the prescription of the TC Reading/Writing program both fully aligned and meeting the CCLS rigorous requirements.
 - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
 - Professional Development is offered for all staff in all content areas through the office of English Language Learners. In addition, workshops and individual teacher conferences are provided by Ms. Nieves, the ENL teacher, on ENL strategies and classroom instruction that works with ELLs.
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?

Workshops taken by teachers of ELLs or our ENL staff have included:

 - Scaffolding in the content areas
 - Native Language Literacy Development
 - Differentiation in the ESL classroom
 - ENL in the Mathematics classroom
 - Our ENL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers.

Professional development for all teachers will be on an on-going basis. All teachers, including the ENL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions. Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and NYSITELL/LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student. These professional development sessions will be conducted on a monthly basis starting September 2015 until June 2016.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

A qualified ENL instructor will support staff needs including: professional development, best approach methodology, ENL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Staff development will include training for all teachers in ENL methodologies. Training will be done by certified ENL teachers. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been

successful with ELLs.

- Sheltered Instruction Observation Protocol (SIOP): A program model for teaching grade-level content in a way that is understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research on Education, Diversity & Excellence in response to the variability, both in design and delivery, of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing the SIOP to a control group class (taught by teachers not trained in the SIOP model). ELL students in classes whose teachers had been trained in implementing the SIOP outperformed control group students.

- Cognitive Academic Language Learning Approach (CALLA): A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies.

- Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, demonstrations, and using hands-on learning activities that involve academic language.

- Realia Strategies. "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example.

- Strategies for including culture. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

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 review of teacher records will be conducted to assess need for the required 15% total hours of training for staff and 50% of total hours for the ENL teacher. For those teachers that must fulfill the training requirement, training will be provided on site by the ENL teacher and/or the ELL Specialist for our district. The training will be facilitated to staff in the Spring. Each participant will be awarded a certificate of completion upon completion of the training series. Agendas will be made by the ENL teacher and a record of attendance will be kept on file.

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?

Individual parent meetings, in accordance with collective bargaining agreements, are conducted on Tuesday afternoons, at least once a year, 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. During this meeting, the ENL teacher and content area teachers will meet with the assistance of 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.

Ms. Nieves meets with the parents or guardians of ELLs 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. Ms. Nieves will arrange such meeting with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. In addition, on Tuesdays, Ms. Nieves calls parents to communicate concerns and/or give positive feedback. Agendas, attendance, and communication logs are kept on file for future reference.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Workshops that are offered are Second Cup of Coffee and 21st Century Empowerment Initiative. The Second Cup of Coffee workshop is offered by Donna Sowerby, the IEP teacher; Helene Thomas, Parent Coordinator; and Tamau Elliott, Guidance Counselor consisting of data information and issues and concerns of parents. The 21st Century Empowerment Initiative offers parents workshops on successful parenting, resiliency and other social issues. These workshops will be offered on a monthly basis. Within the first month of school all parents will be given the opportunity to visit their child's classroom teacher and observe the academic program. All parents of ELL students will also be given the opportunity to complete a survey to address their needs and concerns. Also, they are instructed in their native language, on how to use Aris Parent Links to look up academic and attendance information on their child. Parents of ELLs are provided interpretation services by staff, such as Ms. Nieves, the ENL teacher who is proficient in Spanish and the Translation and Interpretation unit of NYCDOE. Parents are also invited to the Family BBQ and to help in the school garden. Letters are provided to parents or guardians in their language of choice.

In addition, 21st Century has a parent component which offers family literacy and engagement workshops. Our school is a community school whose CBO is Partnership with Schools which consists of social workers offering parent outreach.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Learning Leaders is a free program offered to parents to promote parental volunteers. There are three sessions offered throughout the year consisting of training in literacy and math skills, in order for parents to help their children achieve academically.
5. How do you evaluate the needs of the parents?
The needs of the parents are evaluated through needs surveys given by Ms. Helene Thomas, Parent Coordinator, in their native language.
6. How do your parental involvement activities address the needs of the parents?
Flyers and invitations sent to parents/guardians in their native language help address the needs of parents to partake in parental involvement activities.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		9/15/15
	Assistant Principal		09/15/15
	Parent Coordinator		9/15/15
	ENL/Bilingual Teacher		09/15/15
	Parent		09/15/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		9/15/15
	Superintendent		9/15/15
	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: **19K306** School Name: **Ethan Allen**
Superintendent: **Stallings-Harte**

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.

By carefully reviewing the Home Language Identification Survey (HLIS), the Adult Preferred Language Report (RAPL) in ATS, Emergency Contact cards and the parent surveys, parents of ELLs are offered written and oral interpretation services by staff and the Translation and Interpretation unit of NYCDOE in their preferred language. These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents in Spanish, Haitian Creole, Bengali and Chinese. Additionally, interpretation services are a daily help in communication between school staff and parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The following is a list of parents' preferred languages for both written and oral communication at our school: Spanish, Haitian Creole, Bengali and Chinese.

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

- Parent-teacher conference announcements
- After-school program information
- Emergency notifications
- Parent workshops
- School wide notices
- Progress Reports
- Report Cards
- New York State testing dates
- General overview of student curriculum
- Letters from leadership

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 face-to-face meetings that our school will typically have with parents throughout the school year, will be parent-teacher conferences held 4 times a year, ENL Parent Orientation, Tuesday Parent Outreach, student conduct and IEP meetings. Informal interactions by attendance teacher or guidance counselor calls to parents will be conducted with the assistance of in-house staff or the Translation and Interpretation unit of NYCDOE.

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.

PS/MS 306 will meet identified translation needs indicated in Part B by having in-house staff proficient in Spanish, translate Spanish documents. Other languages to be translated will be sent to the Translation and Interpretation unit of NYCDOE in a timely manner.

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.

Formal face-to-face meetings that our school will typically have with parents throughout the school year, if preferred language is Spanish or Haitian Creole, in-house staff will be utilized. For other languages, over-the-phone interpreters via the Translation and Interpretation Unit and on-site interpreters will be provided.

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.)

PS/MS 306 will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service via email and staff meetings. In addition, T&I Brochures, Language ID Guides and Language Palm Cards are available in the main office and are posted in the primary entrance, main office and parent bulletin board.

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

PS/MS 306 will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663 by providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The Welcome Poster, Parents Bill of Rights, Parents' Guide to Language Access and the Language ID guide will be posted in a conspicuous location at or near the primary entrance to the school with a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

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)

PS/MS 306 will gather feedback from parents on the quality and availability of services by the needs surveys given by Ms. Helene Thomas, the Parent Coordinator in their preferred language.