Department of Education
Carmen Fariña, Chancellor

# 2015-16
# SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
# (SCEP)

**DBN: (*i.e. 01M001*):** **14K330**

**School Name:** **THE URBAN ASSEMBLY SCHOOL FOR THE URBAN ENVIRONMENT**

**Principal:** **KOURTNEY BOYD**

# School Comprehensive Educational Plan (SCEP) Outline

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## Section 1: School Information Page

### School Information

School Name: School for the Urban Environment School Number (DBN): 14K330

Grades Served: 6-8

School Address: 70 Tompkins Avenue

Phone Number: 718-599-0371 Fax: 718-599-0371

School Contact Person: Kourtney Boyd Email Address: kboyd@schools.nyc.gov

Principal: Kourtney Boyd

UFT Chapter Leader: Christine Longo

Parents' Association President: Natasha Godley

SLT Chairperson: Candace Hanna

Title I Parent Representative (or Parent Advisory Council Chairperson): Nancy Perez

Student Representative(s):

### District Information

District: 14 Superintendent: Alicja Winnicki

Superintendent's Office Address: 71 Heyward Street BKNY 11206

Superintendent's Email Address: awinnic@schools.nyc.gov

Phone Number: 718-302-7600 Fax: 718-302-7978

### Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald

Director's Office Address: 131 Livingston Street BKNY 11201

Director's Email Address: BFitzge2@schools.nyc.gov

Phone Number: 718-935-3954 Fax:

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

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

**Directions:**

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---|---|---|
| Kourtney Boyd | *Principal or Designee | |
| Christine Longo | *UFT Chapter Leader or Designee | |
| Natasha Godley | *PA/PTA President or Designated Co-President | |
| Tameika Carlisle | DC 37 Representative (staff), if applicable | |
| Nancy Perez | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| | CBO Representative, if applicable | |
| Lillian Rivera | Member/ Parent | |
| Candace Hanna | Member/ UFT Member | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

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

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

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

### Strong Schools, Strong Communities

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

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

### The Framework for Great Schools and SCEP Development

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

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

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

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

| |
|---|
| **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

**Accountability Tools and the Framework for Great Schools**

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

**NYSED's Six DTSDE Tenets**

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

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

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

**NYCDOE's Quality Review (QR)**

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

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

**Title I Requirements and Strengthening Title I Parent Involvement**

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

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

**Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The School for the Urban Environment (UE) provides a challenging and supportive academic environment to prepare students in grades 6 to 8 for college and beyond. We teach students to think carefully – about themselves, their community and the world – by examining the real world issues of the urban environment.

Our school ensures curricula is aligned to the Common Core Learning Standards and makes purposeful decisions aimed at building instructional coherence across the school to promote college and career readiness for all students. The Principal and staff make sound organizational decisions to support our schools instructional goals to improve student learning.

Our school serves students with many needs, including Students with Disabilities (43%), ENLs (13%), students living in temporary housing (20%), and students who are economically disadvantaged and classified as Title I (100%).

UE teachers meet five days a week to analyze the work of student sub-groups in order to refine curriculum for all students. The principal has initiated a protocol for "Looking at Student Thinking", "Looking at Data", and "Looking at Unit and Lesson Review", and documentation from meetings exhibits changes in teacher planning. Myriad uses of "Thinking Maps" and strategies and the use of gradual increasing Depth of Knowledge questions support students in accessing lesson activities and content. Emphasis on collaborative group learning means that opportunities for students to work with each other are explicitly included in lesson plans to reflect flexible grouping in order to allow access for all students. Teacher teams also utilize one day per week to share upcoming lessons with colleagues to ensure that multiple entry points, based on previous data analysis from student work, exit slips, Thinking Maps, and Measures of Student Learning data are targeted to the needs of various sub-groups. As a result, all students have access to the curriculum.

Our school has a full-time social worker that provides social and emotional supports and counseling to mandated students, student with at-risk behaviors, and students in crisis. The Social worker has established partnerships with institutes of higher education, such as New York University's Creative Arts Team (CAT) and Ithaca College who have an established presence in our building.

Students and staff support the school's focused efforts on maintaining a safe and inclusive environment that promotes student's academic and social growth. Our school places value in providing holistic support for students academics, and social emotional needs accomplished by a daily "Morning Meeting" devoted to recognizing the positive academic and social accomplishments as well as excellent personal behaviors of the students, to discuss expectations and set the tone for the day. The Principal leads daily "shout outs" to students and staff by acknowledging teamwork and a demonstrated understanding and following of our school code of conduct, The UE Code.

# 14K330 School Information Sheet

| School Configuration *(2014-15)* | | | | | |
|---|---|---|---|---|---|
| **Grade Configuration** | **06,07, 08** | **Total Enrollment** | **58** | **SIG Recipient** | **N/A** |
| Types and Number of English Language Learner Classes *(2014-15)* | | | | | |
| **# Transitional Bilingual** | **N/A** | **# Dual Language** | **N/A** | **# Self-Contained English as a Second Language** | **N/A** |
| Types and Number of Special Education Classes *(2014-15)* | | | | | |
| **# Special Classes** | **N/A** | **# SETSS** | **N/A** | **# Integrated Collaborative Teaching** | **9** |
| Types and Number of Special Classes *(2014-15)* | | | | | |
| **# Visual Arts** | **3** | **# Music** | **N/A** | **# Drama** | **N/A** |
| **# Foreign Language** | **N/A** | **# Dance** | **N/A** | **# CTE** | **N/A** |

| School Composition *(2013-14)* | | | |
|---|---|---|---|
| **% Title I Population** | **91.5%** | **% Attendance Rate** | **84.3%** |
| **% Free Lunch** | **91.7%** | **% Reduced Lunch** | **1.2%** |
| **% Limited English Proficient** | **8.3%** | **% Students with Disabilities** | **31.0%** |
| Racial/Ethnic Origin *(2013-14)* | | | |
| **% American Indian or Alaska Native** | **1.2%** | **% Black or African American** | **60.7%** |
| **% Hispanic or Latino** | **33.3%** | **% Asian or Native Hawaiian/Pacific Islander** | **3.6%** |
| **% White** | **1.2%** | **% Multi-Racial** | **N/A** |
| Personnel *(2014-15)* | | | |
| **Years Principal Assigned to School (2014-15)** | **9.34** | **# of Assistant Principals (2014-15)** | **N/A** |
| **# of Deans (2014-15)** | **N/A** | **# of Counselors/Social Workers (2014-15)** | **1** |
| Personnel *(2013-14)* | | | |
| **% of Teachers with No Valid Teaching Certificate (2013-14)** | **N/A** | **% Teaching Out of Certification (2013-14)** | **N/A** |
| **% Teaching with Fewer Than 3 Years of Experience (2013-14)** | **0.1%** | **Average Teacher Absences (2013-14)** | **12.23** |
| Student Performance for Elementary and Middle Schools *(2013-14)* | | | |
| **ELA Performance at levels 3 & 4** | **N/A** | **Mathematics Performance at levels 3 & 4** | **2.5%** |
| **Science Performance at levels 3 & 4 (4th Grade)** | **N/A** | **Science Performance at levels 3 & 4 (8th Grade)** | **17.2%** |
| Student Performance for High Schools *(2012-13)* | | | |
| **ELA Performance at levels 3 & 4** | **N/A** | **Mathematics Performance at levels 3 & 4** | **s** |
| Credit Accumulation High Schools Only *(2013-14)* | | | |
| **% of 1st year students who earned 10+ credits** | **N/A** | **% of 2nd year students who earned 10+ credits** | **N/A** |
| **% of 3rd year students who earned 10+ credits** | **N/A** | **4 Year Graduation Rate** | **N/A** |
| **6 Year Graduation Rate** | **N/A** | | |
| Overall NYSED Accountability Status *(2014-15)* | | | |
| **Reward** | | **Recognition** | |
| **In Good Standing** | | **Local Assistance Plan** | |
| **Focus District** | **X** | **Focus School Identified by a Focus District** | **X** |
| **Priority School** | | | |

**Accountability Status – Elementary and Middle Schools**

| Met Adequate Yearly Progress (AYP) in ELA *(2012-13)* | | | |
|---|---|---|---|
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **NO** |
| **Hispanic or Latino** | **N/A** | **Asian or Native Hawaiian/Other Pacific Islander** | **N/A** |
| **White** | **N/A** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **N/A** | **Limited English Proficient** | **N/A** |
| **Economically Disadvantaged** | **NO** | | |
| Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)* | | | |
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **NO** |
| **Hispanic or Latino** | **N/A** | **Asian or Native Hawaiian/Other Pacific Islander** | **N/A** |
| **White** | **N/A** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **N/A** | **Limited English Proficient** | **N/A** |
| **Economically Disadvantaged** | **YES** | | |
| Met Adequate Yearly Progress (AYP) in Science *(2012-13)* | | | |
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **YES** |
| **Hispanic or Latino** | **N/A** | **Asian or Native Hawaiian/Other Pacific Islander** | **N/A** |
| **White** | **N/A** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **N/A** | **Limited English Proficient** | **N/A** |
| **Economically Disadvantaged** | **YES** | | |

**Accountability Status – High Schools**

| Met Adequate Yearly Progress (AYP) in ELA *(2012-13)* | | | |
|---|---|---|---|
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **N/A** |
| **Hispanic or Latino** | **N/A** | **Asian or Native Hawaiian/Other Pacific Islander** | **N/A** |
| **White** | **N/A** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **N/A** | **Limited English Proficient** | **N/A** |
| **Economically Disadvantaged** | **N/A** | | |
| Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)* | | | |
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **N/A** |
| **Hispanic or Latino** | **N/A** | **Asian or Native Hawaiian/Other Pacific Islander** | **N/A** |
| **White** | **N/A** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **N/A** | **Limited English Proficient** | **N/A** |
| **Economically Disadvantaged** | **N/A** | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)* | | | |
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **N/A** |
| **Hispanic or Latino** | **N/A** | **Asian or Native Hawaiian/Other Pacific Islander** | **N/A** |
| **White** | **N/A** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **N/A** | **Limited English Proficient** | **N/A** |
| **Economically Disadvantaged** | **N/A** | | |

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

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

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|---|
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | E |
| 3.3 | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. | E |
| 3.4 | The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. | E |
| 3.5 | Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. | E |

**Part 1b. Needs/Areas for Improvement**:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

• Strengths

o Teachers engaged in daily PLCs (Professional Learning Communities)

o Teachers meet five days, in the context of an inquiry cycle, to look at unit and lesson plans, student work and data.

o Use of Looking at Student Thinking Protocol, Looking at Data Protocol, Looking at Unit & Lesson Planning Protocol

o MOSL Baseline, end of unit assessments, exit slips, interim assessments, Achieve 3000, IXL (Math), Math XL

o Word Generation

o Use of various data sources--Achieve 3000, Math IXL

• Partnerships

o Learning Partners (LPP)

o Middle School Quality Initiative (MSQI)

• Needs

o Continual improvement of teacher pedagogy to support creation/implementation of rigorous tasks and assessments (61% of students Level 1 in ELA, 56% of students Level 1 in Math)

o Data Sources

o 2014-2015 QR

o 2013-2014 DQR

o Internal/External Formative and Summative Assessments

o NY State ELA & Math Exams

o MOSL Baseline

**Part 2 – Annual Goal**

| Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. |
|---|
| By June 2016, 100% of teachers will engage in PLCs in an effort to increase [student] intellectual engagement in challenging content, activities and tasks that require complex thinking as evidenced by 90% of students active intellectual engagement (rigor), exploration of important content (grapple), and student work products (tasks/projects). |

**Part 3 – Action Plan**

| **Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**<br><br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.** | **Target Group(s)**<br>***Who will be targeted?*** | **Timeline**<br>***What is the start and end date?*** | **Key Personnel**<br>***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)*** |
|---|---|---|---|
| Professional Development<br><br>-Center for Assessment<br><br>-Learning Partners<br><br>-Middle School Quality Initiative<br><br>-Generation Ready<br><br>• Use of DOE CCLS aligned curriculum (Expeditionary Learning & Connected Math Program 3) | All Students | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |

| | | | |
|---|---|---|---|
| • Meetings differentiated to address needs of subgroups through project-based learning<br><br>• Interschool collaboration to support beginner ELLs<br><br>• Within the use of an ICT model, two special education teachers who work collaboratively with general education teachers to provide strategic, differentiated support in all subject areas | SWDs, ELLs | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |
| • Monthly newsletter, highlighting student successes<br><br>• PC conducts monthly workshops focusing on CCLS units of study | Families | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |
| • Daily Morning Meetings<br><br>• "Shout Outs" recognizing student successes<br><br>• Full time Social Work to provide student supports, counseling, safe space<br><br>• Small school community that supports trust among all stakeholders; very personalized | Students, School Staff, Administration | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |

**Part 4 – Budget and Resource Alignment**

| **Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| 1. Staff developers<br><br>2. Center for Assessment<br><br>3. District Support/District Middle School PLC<br><br>4. Flexible scheduling<br><br>5. Interschool collaboration (PS297) |

6. Learning Partners

7. Middle School Quality Initiative

8. SERP/Word Generation

9. Achieve 3000

10. ILearn

11. IXL

12. CCLS aligned curriculum

13. Generation Ready

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, 100% of teachers will have engaged in professional development (Expeditionary Learning, Center for Assessment, Learning Partners, MSQI, etc.) in an effort to provide engagement in challenging tasks and provide greater opportunities for all students to demonstrate higher-order thinking skills in work products and classroom participation as evidenced by 90% of students understanding and participating in Reciprocal Teaching.

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

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

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

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|---|
| 5.2 | The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | E |
| 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. | E |
| 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. | E |
| 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. | E |

**Part 1b. Needs/Areas for Improvement**:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

• Strengths

o Morning Meeting

o Small, supportive environment

o Full time social worker who provides services to mandated and at-risk students

o Every teacher has knowledge of every student (social and emotional)

o Music program engages whole child

o Partnership w/NYU Creative Arts Team Theater Program teaches confidence

o Use of Class Dojo to reward students monthly for positive behavior

o Daily Celebrations (Shout Outs)

o School-wide recognition of "Shout Outs" in hallway

• Needs

o Strengthen teachers ongoing understanding of the social and emotional needs of middle schoolers

o Continued analysis of data (OORS, VADIR, PBIS, etc.) to identify trends, areas of concern, areas of improvement and action plan to further reduce incidents.

o Ongoing communication with families re: student successes and challenges

o Reduce overall suspension rate

o Reduce absenteeism

o Continue reduction of Level 4/5 incidents on VADIR scale

• Data Source

o 2014-2015 QR

o 2013-14 DQR

o 2014-2015 School Snapshot

o 2014-2015 OORS Reports

o 2014-2015 Student IEPs

**Part 2 – Annual Goal**

| Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. |
| --- |
| By June 2016, 100% of teachers will have received professional development that builds adult capacity in supporting students social and emotional developmental health as it relates to a safe, respectful learning community, resulting in 10% fewer referrals than 2014-2015 and a deeper understanding of how student social and emotional health impacts student learning. |

**Part 3 – Action Plan**

| **Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**<br><br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.** | **Target Group(s)**<br>***Who will be targeted?*** | **Timeline**<br>***What is the start and end date?*** | **Key Personnel**<br>***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)*** |
|---|---|---|---|
| • Positive Behavior Intervention Program (PBIS)<br><br>• Class Dojo<br><br>• Conflict Resolution/Negotiation Program<br><br>• Full time Social Worker and Guidance Counselor who provides classroom support to teachers, mandated and at-risk students | All students | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |

| | | | |
|---|---|---|---|
| • Meetings differentiated to address needs of subgroups through review and application of mandated services<br><br>• Interschool collaboration to support beginner ELLs<br><br>• Participation in Professional Development opportunities offered by DOE, and outside agencies to support SWDs and ELLs | SWDs, ELLs | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |
| • Creation of parent room to facilitate parent meetings, workshops and other parent activities<br><br>• Provide professional development opportunities for 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 our school community<br><br>• Provide parents with information on training needed to effectively become involved in planning and decision making in support of the education of their children<br><br>• Providing assistance to parents in understanding City, State and Federal standards and assessments<br><br>• Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress<br><br>• Provide materials and training to help parents | Families | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |

| | | | |
|---|---|---|---|
| work with their children to improve their achievement level, e.g. literacy, math, and use of technology<br><br>● In addition to the four parent/teacher conferences for the year, we have parent conferences each Tuesday from 2:40p to 3:30p to accommodate parents | | | |
| ● As per the 2014 LES 93% of students feel there is an adult in the building they can go to for support.<br><br>● Daily Morning Meeting with students to discuss whole school expectations and celebrate student achievement and effort through daily "Shout Outs".<br><br>● Class Dojo<br><br>● Full time Social Worker to provide social/emotional support, counseling, and connection to outside services and agencies. | Students, School Staff, Administration | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |

**Part 4 – Budget and Resource Alignment**

| **Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| 1. 1. Staff developers<br><br>2. Center for Assessment<br><br>3. District Support/District Middle School PLC<br><br>4. Flexible scheduling<br><br>5. Interschool collaboration (PS297)<br><br>6. Learning Partners<br><br>7. MSQI<br><br>8. SERP/Word Generation |

9. Achieve 3000

10. ILearn

11. IXL

12. CCLS aligned curriculum

13. Wilson Reading Program

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

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

**Part 5 – Progress Monitoring**

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

By February 2016 100% of teachers will have implemented a positive behavior tracking system.

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

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

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

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|---|
| 4.2 | School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. | E |
| 4.3 | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | E |
| 4.4 | Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students. | E |
| 4.5 | Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | E |

**Part 1b. Needs/Areas for Improvement**:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

• Strengths

o Teachers engaged in daily PLCs (Professional Learning Communities)

o Teachers meet five days, in the context of an inquiry cycle, to look at unit and lesson plans, student work and data.

o Use of Looking at Student Thinking Protocol, Looking at Data Protocol, Looking at Unit & Lesson Planning Protocol

o Work with Center for Assessment using Depth of Knowledge Framework to provide rigorous CCLS aligned activities, tasks and assessments

o MOSL Baseline, end of unit assessments, exit slips, interim assessments, Achieve 3000, IXL (Math) to assess and support students towards mastery of CCLS

o Word Generation

o Use of various data sources--Achieve 3000, IXL, Ten Marks, Skoolbo

• Needs

o Continual improvement of teacher pedagogy to support creation/implementation of rigorous tasks and assessments

| |
|---|
| • Data Sources<br><br>o 2014-2015 QR<br><br>o May 2014 DQR<br><br>o Internal/External Formative and Summative Assessments<br><br>o NY State ELA & Math Exams<br><br>o MOSL Baseline<br><br>Agendas, notes, sign-in sheets from PLC, PD meetings |

**Part 2 – Annual Goal**

| |
|---|
| Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. |
| By June 2016 100% improve the use of data and action planning to effectively raise student progress on the 2016 SED ELA and Math exams as measured by a year's increase in scale score for students who previously scored Level 1. |

**Part 3 – Action Plan**

| **Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**<br><br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Strategies to promote teacher-parent collaborations to improve student achievement.** | **Target Group(s)**<br>***Who will be targeted?*** | **Timeline**<br>***What is the start and end date?*** | **Key Personnel**<br>***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)*** |
|---|---|---|---|
| • Center for Assessment<br><br>• Use of DOE CCLS aligned curriculum (Scholastic Codex & Connected Math Program 3)<br><br>• Word Generation, Achieve 3000, IXL, | All Students | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |
| • Meetings differentiated to address needs of subgroups through project-based learning<br><br>• Interschool collaboration to support beginner ELLs<br><br>• Within the use of an ICT model, two special | SWDs, ELLs | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |

| | | | |
|---|---|---|---|
| education teachers who work collaboratively with general education teachers to provide strategic, differentiated support in all subject areas | | | |
| • Monthly newsletter, highlighting student successes<br><br>• PC conducts monthly workshops focusing on CCLS units of study | Families | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |
| • Daily Morning Meetings<br><br>• "Shout Outs" recognizing student successes<br><br>• Full time Social Work to provide student supports, counseling, safe space<br><br>• Small school community that supports trust among all stakeholders; very personalized | Students, School Staff, Administration | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |

**Part 4 – Budget and Resource Alignment**

| **Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| 1. 1. Staff developers<br><br>2. Center for Assessment<br><br>3. District Support/District Middle School PLC<br><br>4. Flexible scheduling<br><br>5. Interschool collaboration (PS297)<br><br>6. Learning Partners<br><br>7. MSQI<br><br>8. SERP/Word Generation<br><br>9. Achieve 3000<br><br>10. ILearn |

11. IXL

12. CCLS aligned curriculum

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

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

**Part 5 – Progress Monitoring**

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

By February 2016 100% of students will have made a minimum 10 point increase in their reading scale score.

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

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

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

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 2 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|---|
| 2.2 | The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP). | 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 SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | E |

**Part 1b. Needs/Areas for Improvement**:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

• Strengths

o Teachers engaged in daily PLCs (Professional Learning Communities)

o Teachers meet five days, in the context of an inquiry cycle, to look at unit and lesson plans, student work and data.

o Use of Looking at Student Thinking Protocol, Looking at Data Protocol, Looking at Unit & Lesson Planning Protocol

o MOSL Baseline, end of unit assessments, exit slips, interim assessments, Achieve 3000, IXL (Math)

o Word Generation

o Use of various data sources--Achieve 3000, IXL, Ten Marks

• Needs

o Continual improvement of teacher pedagogy to support creation/implementation of rigorous tasks and assessments

o Data Sources

o 2015 Quality Review

o May 2014 DQR

o May 2013 SQR

o Internal/External Formative and Summative Assessments

o NY State ELA & Math Exams

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

| **Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**<br><br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Strategies to promote parent leadership and engagement as a key lever for school improvement.** | **Target Group(s)**<br>***Who will be targeted?*** | **Timeline**<br>***What is the start and end date?*** | **Key Personnel**<br>***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)*** |
|---|---|---|---|
| • Center for Assessment<br><br>• Use of DOE CCLS aligned curriculum (Expeditionary Learning & Connected Math Program 3) | All Students | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |
| • Meetings differentiated to address needs of subgroups through project-based learning<br><br>• Interschool collaboration to support beginner ELLs<br><br>• Within the use of an ICT model, two special education teachers who work collaboratively with general education teachers | SWDs, ELLs | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |

| | | | |
|---|---|---|---|
| to provide strategic, differentiated support in all subject areas | | | |
| • Monthly newsletter, highlighting student successes<br><br>• PC conducts monthly workshops focusing on CCLS units of study | Families | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |
| • Daily Morning Meetings<br><br>• "Shout Outs" recognizing student successes<br><br>• Full time Social Work to provide student supports, counseling, safe space<br><br>• Small school community that supports trust among all stakeholders; very personalized | Students, School Staff, Administration | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |

**Part 4 – Budget and Resource Alignment**

| **Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| 1. 1. Staff developers<br><br>2. Center for Assessment<br><br>3. District Support/District Middle School PLC<br><br>4. Flexible scheduling<br><br>5. Interschool collaboration (PS297)<br><br>6. Learning Partners<br><br>7. MSQI<br><br>8. SERP/Word Generation<br><br>9. Achieve 3000<br><br>10. ILearn<br><br>11. IXL |

| |
|---|
| 12. CCLS aligned curriculum |

| **Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| X | **Tax Levy** | X | **Title I SWP** | | **Title I TA** | X | **P/F Set-aside** | | **21st Century** | | **C4E** |
| | **Title I 1003(a)** | | **Title III** | | **PTA Funded** | | **SIG or SIF Grant** | | **School Success Grant** | | **Other** |

**Part 5 – Progress Monitoring**

| **Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
|---|
| By February 2016 100% of students will have be scheduled for daily enrichment or intervention in core learning subjects. |
| **Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 6 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|---|
| 6.2 | The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | E |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning. | E |
| 6.4 | The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. | D |
| 6.5 | The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. | E |

**Part 1b. Needs/Areas for Improvement**:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

• Strengths

o Small, supportive environment

o Full time social worker who provides services to mandated and at-risk students

o Every teacher has knowledge of every student (social and emotional)

o Monthly family newsletter to highlight school programs and initiatives

o Daily calls for HW and school updates

• Needs

o Strengthen teachers ongoing understanding of the social and emotional needs of middle schoolers

o Ongoing communication with families re: student successes and challenges

o Reduce absenteeism

o Increase family involvement in school life (PA, SLT, student daily life, etc.)

| |
|---|
| • Data Source<br><br>o 2014-2015 QR<br><br>o 2013-14 DQR<br><br>2014-2015 School Snapshot |

**Part 2 – Annual Goal**

| |
|---|
| Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. |
| By June 2016 100% of families will have engaged in a face to face conference regarding their students progress, including goal setting and an action plan for further support or enrichment. |

**Part 3 – Action Plan**

| **Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**<br><br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.** | **Target Group(s)**<br>***Who will be targeted?*** | **Timeline**<br>***What is the start and end date?*** | **Key Personnel**<br>***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)*** |
|---|---|---|---|
| ● Monthly parent workshops on key educational topics (CCLS, school accountability, SpEd issues)<br><br>● Monthly parent newsletters<br><br>● Development of activities for families to improve student academic skills at home<br><br>● Provide families with online access to our data | All Students | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |

| | | | |
|---|---|---|---|
| management system, so they may stay updated in real time<br><br>● Daily parent homework, absence and lateness calls using automated calling system<br><br>● Compact committee to increase parent involvement | | | |
| ● Meetings differentiated to address needs of subgroups through conferences, phone calls and family meetings<br><br>● Interschool collaboration to support beginner ELLs | SWDs, ELLs | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |
| ● Monthly newsletter, highlighting student successes<br><br>● PC conducts monthly workshops focusing on CCLS units of study | Families | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |
| ● Daily Morning Meetings<br><br>● "Shout Outs" recognizing student successes<br><br>● Full time Social Work to provide student supports, counseling, safe space<br><br>● Small school community that supports trust among all stakeholders; very personalized | Students, School Staff, Administration | Sept. 9, 2015-June 28, 2016 | Principal, School Staff |

**Part 4 – Budget and Resource Alignment**

| **Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| 1. 1. Staff developers<br><br>2. Center for Assessment<br><br>3. District Support/District Middle School PLC |

4. Flexible scheduling

5. Interschool collaboration (PS297)

6. Learning Partners

7. MSQI

8. SERP/Word Generation

9. Achieve 3000

10. ILearn

11. IXL

12. CCLS aligned curriculum

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, 100% of families will have engaged with the school through one-to-one or telephone contact as evidenced by family contact logs.

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

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

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

| **Type of Academic Intervention Service (AIS)** | **Criteria for determining AIS services** | **Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.) | **Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.) | **When the service is provided** (e.g. during the school day, before or after school, etc.) |
|---|---|---|---|---|
| **English Language Arts (ELA)** | CCLS tasks, diagnostic and predictive tests, AIS, Achieve 3000 | Strategic Reading Period, Wilson Reading Program, Saturday School, Expeditionary Learning, Thinking Maps, Word Generation, Creative Writing Club, iLearn Programming | Small group, one-to-one tutoring, whole classroom, co-teaching, push-in/pullout | During school day, after school, and Saturday School |
| **Mathematics** | CCLS tasks, diagnostic and predictive tests, AIS, Achieve 3000 | IXL, CMP3, Saturday School, Thinking Maps, iLearn Programming | Small group, one-to-one tutoring, whole classroom, co-teaching, push-in/pullout | During school day, after school, and Saturday School |
| **Science** | CCLS tasks, diagnostic and predictive tests, AIS, Achieve 3000 | Achieve 3000 | Small group, one-to-one tutoring, whole classroom, co-teaching, push-in/pullout | During school day, after school, and Saturday School |
| **Social Studies** | CCLS tasks, diagnostic and predictive tests, AIS, Achieve 3000 | Strategic Reading Period, Wilson Reading Program, Saturday School, Expeditionary Learning, Thinking Maps, Word Generation, Creative Writing Club, iLearn Programming | Small group, one-to-one tutoring, whole classroom, co-teaching, push-in/pullout | During school day, after school, and Saturday School |
| **At-risk services** *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)* | Evaluations, counseling, academic placement | Group and Individual Counseling, OT, PT, ICT, Speech, SETTS | Small group, one-to-one | During school day, after school, and Saturday School |

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
|---|
| Applications are scrutinized to note the talents and skills of the applicants. This information is used to offer highly qualified candidates a teaching environment that addresses their skills. This information also affords us an opportunity to match teachers with specific grades/student needs. Advertisements, job fairs and college recruitment will be used to make applicants aware of opportunities at our school.<br><br>Mentors are assigned to new teachers and to support struggling teachers where necessary. Unqualified teachers will work closely with the pupil personnel secretary and the network HR liaison to ensure proper documentation/assessment deadlines/requirements.<br><br>Administration, the DOE and Brooklyn Field support staff provide PD in literacy, math, science, social studies and classroom management. A mandated period of PD has been built into every teacher's schedule so that all teachers receive staff development twice weekly. This includes the mandatory PD session every Monday. The staff development is often based on formal and informal observations, teacher surveys of perceived needs and DOE mandates. Where needed, after formal and informal observations, staff development plans of action are attached to the feedback so we can address the needs of all teachers on an individual basis.<br><br>In addition to in-house training/staff development, teachers are often sent to outside sources provided by the DOE and/or Network for PD in content areas. Teams within the school allow for each and every teacher to discuss and plan lessons in concert with teachers for horizontal and vertical alignment. |

**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). |
|---|
| Administration, the DOE and Field Support staff provide PD in Literacy, Math, Science, Social Studies and Classroom Management. In addition, the principal has schedules a mandatory professional Learning Communities (PLC), which encompasses Inquiry, common planning, professional development and discussions of whole school practices and their implication on teacher practices. Most PD this year has focused in Teacher Effectiveness, CCLS, Depth of Knowledge, Looking at Student Work, Reading Strategies, closing the achievement gap and academic vocabulary. PD is ongoing and sequential so that what is learned during one workshop is a result of following through what was learned in prior workshops and ensuing thought frequent, informal observations and walkthrough that implementation is being monitored. |

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

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

| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
|---|
| UE teachers meet five days a week to analyze the work of student sub-groups in order to refine curriculum for all students. The principal has initiated a protocol for "Looking at Student Thinking", "Looking at Data", and "Looking at Unit and Lesson Review", and documentation from meetings exhibits changes in teacher planning and professional development.<br><br>Teachers also meet within a MOSL committee to determine whole-school assessments and to analyze data from those assessments to improve instruction. |

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

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

| **Program Name** | **Fund Source** (i.e. Federal, State or Local) | **Funding Amount** Indicate the amount contributed to | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are |
|---|---|---|---|

| | | Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | consolidated. Indicate in Column B, 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 | 48,654 | x | |
| Title I School Improvement 1003(a) | Federal | 16,979 | x | |
| Title I Priority and Focus School Improvement Funds | Federal | 12,377 | x | |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 0 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 596,993.00 | x | |

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

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

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

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

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

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

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

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

---

### Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1 st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

● schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed;

● conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

## School-Parent Compact (SPC) Template

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

**I. School Responsibilities**

Provide high quality curriculum and instruction consistent with 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 1 st 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 14 | Borough Brooklyn | School Number 330 |
| School Name School for the Urban Environment | | |

### 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 Kourtney Boyd | Assistant Principal |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Stefanie Batt | School Counselor Candance Hanna, Jacqueline Rob |
| Teacher/Subject Area Rosalyn Perez ELA | Parent Nancy Agosto- Perez |
| Teacher/Subject Area Christine Longo SPED | Parent Coordinator Sandra Dacres |
| Related-Service Provider type here | Borough Field Support Center Staff Member Yazmin torres |
| Superintendent Alicja Winnicki | Other (Name and Title) Maribel Hulla, Deputy Superint |

### 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 | 0 | Number of certified bilingual teachers not 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 not 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) | 62 | Total number of ELLs | 8 | ELLs as share of total student population (%) | 0.00% |

# Part II: ELL Demographics

## A. ELL Programs

| This school serves the following grades (includes ELLs and non-ELLs)<br>Check all that apply | K☐ 1☐ 2☐ 3☐ 4☐ 5☐<br>6☒ 7☒ 8☒ 9☐ 10☐ 11☐ 12☐ |
|---|---|

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

| | | | |
|---|---|---|---|
| Transitional bilingual education program (TBE) | Yes☐ | No☒ | If yes, indicate language(s): |
| Dual language program (DL) | Yes☐ | No☒ | If yes, indicate language(s): |
| Freestanding ENL | Yes☒ | No☐ | |

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 | 0 | 0 | | | | | 0 |
| **Dual Language** | | | | | | | 0 | 0 | 0 | | | | | 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** | 8 | **Newcomers** (ELLs receiving service 0-3 years) | 6 | **ELL Students with Disabilities** | 1 |
| **SIFE** | | **Developing ELLs** (ELLs receiving service 4-6 years) | 1 | **Long-Term** (ELLs receiving service 7 or more years) | 1 |

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 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | Total |
| **TBE** | | | | | | | | | | 0 |
| **DL** | | | | | | | | | | 0 |
| **ENL** | | 2 | | | | | | | | 0 |
| **Total** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 2

## C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Arabic | | | | | | | | 0 | 0 | | | | | 0 |
| SELECT ONE | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 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 | ELL | EP | ELL | EP | ELL | EP | 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 | 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: ___ |

| 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 | 2 | 2 | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | 2 | 1 | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| **TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | | | | | | 0 |
| **Emerging** (Low Intermediate) | | | | | | | 1 | | | | | | | 0 |
| **Transitioning** (High Intermediate) | | | | | | | | 0 | 2 | | | | | 0 |
| **Expanding** (Advanced) | | | | | | | | 1 | 1 | | | | | 0 |
| **Commanding** (Proficient) | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Former ELLs Based on Revised Exiting Criteria<br>Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA<br>Grades 9-12: Expanding on the NYSESLAT and Test 65 or higher on the English Regents | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total | | | | | | | 0 | 0 | 0 | | | | | 0 |

| Former ELLs that Tested Out within Previous Two Years and Continue to Remain Entitled to English as a New Language | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | | | | | | | 0 | 0 | 0 | | | | | 0 |

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

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

| NYS Science | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | 2 | | 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:**

1. 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.
   We use a variety of assessment tools to assess the early literacy skills of our ELL's including Wilson and Achieve 3000. This data provides us with insights relevant to how much literacy a student has achieved. This information is then used to target areas of deficiency for that student. Next, steps are planned based on the data yielded from these assessment tools. Areas of weakness are addressed through targeted strategy lesson based on the data, as well as through use of technology and learning centers. After reviewing the results of the Fountas and Pinnel, it is determine did what targeted and focused early literacy instruction would be valuable, and we institute intervention and support as needed.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
   Data patterns across all grades 6-8 are as follows: Students taking the NYSITELL fall in the Beginner/Entering Level. The data also reveals that regardless of proficiency level our ENL students have the most difficulty with reading and writing.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Patterns revealed through the results of the NYSESLAT affects and guides our instructional decisions. We use the data to drive instruction by determining which areas need targeting and to address student deficiencies. These results and information from the AMAO help determine modalities that need more intensive focus, as well as which student-s may be assisted with a given modality deficiency through our targeted small group interventions. The data reveals that, as one would expect, the reading/writing modalities are the most difficult for our ENL students to achieve proficiency in, and thus are given a more intensive focus.
4. For each program, answer the following:
   a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
   b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
   c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

   Paste response to questions here:

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*.]
For Ells who score below specified levels of performance on the annual English language proficiency assessment, the school determines additional support services to provide the student, taking into consideration the evidence such as the following:numbers of years of instruction in ESL, English and home language literacy, content area and socio-emotional support for SIFE students, English and home language literacy need of long term ELLs, reults of the NYSESLAT, ESL teacher recommendation, content area teacher recommendation, parent or guardian request, sample of student work in English and if possible in the home language, bilingual educatinal evaluaation , if the student has or is suspected of having a disability. These support services are aligned to any other intervention services already being provided to all students.
6. How do you make sure that a student's new language development is considered in instructional decisions?
A student's second language development is taken into consideration for all of our ENL students. Thus, we use scaffolded instruction, visual aids to increase understanding, bilingual academic glosaries, cognate glossaries, classroom buddies to assist our ENL's and a variety of available technological supports.
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).
We evaluate the success of our Program for Ell's in a variety of ways. We do ongoing assessment and monitoring of content area understanding and progress in the classroom. Additionally, a valuable indicator of the success of our program is to analyze how long it takes for ELL's to go from one level to the upper one and how long it takes for our Ell's to test out of ESL and into fully monolingual English settings.:

# 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.
1. For newly enrolled ENL's we follow the NYS LEP identification process.
*When a child enters the NYC Public school system for the first time they are given a Home Language Identification Survey (HLIS) in their native language. Next, we conduct an informal interview in English and in the native language, as well as the formal initial assessment. The persons responsible are our multilingual, TESOL certified teacher, assisted by our bilingual Spanish Teacher . Both are qualified to conduct this initial screening.
*Our ESL certified teacher, then reviews the HILS in order to identify if the home language is other than English. If the home language is English the student is not LEP and therefore is not entitled to ENL services. If the home language is a language other than English a more in -depth interview with the student is administered , a review of his/her school work (if available) is done in order to determine NYSITELL eligibility.
*During the initial assessment stage the ENL teacher administers the NYSITELL within the first ten days of admission.
*The Spanish Lab is administered to those Spanish speaking students who fail the NYSITELL.
*The NYSITELL is hand scored and answer documents are scanned into ATS via the attendance scanner within 10 days of enrollment. s If a student scores as Proficient on the NYSITELL the student is not LEP and he or she is not entitled to ENL services. If the student scores at the Beginner/Entering, Low Intermediate/Emerging, Intermediate/Transitioning, Advanced/Expanding the student is LEP and will enter the program placement stage. Based on these scores , those students found to be entitled to bilingual services , are placed in an appropriate program congruent with parent choice. The ENL teacher has long term experience and knowledge of the requirements for conducting these assessments including the administration of the NYSITELL . All ENL's are given interim NYSESLAT assessments throughout the year whose data is used to guide instruction culminating with the administration of the NYSESLAT in the spring.
1b. Our certified licensed ESL Teacher , is reponsible for conducting both the initial screening as well as administering the HLIS, the NYSITELL , and the Spanish LAB. The TESOL certified teacher is multilingual, speaks also Spanish , which is helpful when appropriately informing parents during the intake process at our school, the vast majority of whom are themselves Spanish speaking.

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).

SIFE students are ELLs who, have attended schools in the US for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. These students are determined SIFE at the time of the completion of the HLISwhen the parent is asked to indicate prior schooling and if they are newly identified ELLS, in grades 3-9and at the beginner /entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results. The oral interview questionnaire is administered to these students. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, Spanish the Lilteracy Evaluation for Newcomer Sife (LENS) is administered. This initial SIFE determination is done within 30 days of initial enrollment, this determination can be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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

An IEP team determines a students's eligibilty for special education services and the language in which special education programs and services are delivered.The Language Proficiency Team will determine if students entering the school with an IEP have language acquisition needs and if they should take the NYSITELL. The IEP Team and the LPT will honor IEPs coming from other NYstate schools only, they won't be rewritten. If student comes from a different state, a new IEP will be written. ELLs who are also students with disabilities (SWD) receive accomodations that apply both to ELLS and SWDs, as appropriate.Ells with disabililties receive the required level of ELL services. The school's Language Proficiency Team is formed by the certified:
AP Danielle Capuano, TESOL Certified Teacher- Ms. Tejada, Ms. House-Spanish Teacher, the student's parent or guardian, and the Parent Coordinator -B. rodriguez.
Ells with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accomodations as detailed on their IEP when taking the NYSESLAT (and as permitted by the School's Administrator's Manual for the test). ELL status is not the determinant factor for special education eligibillity.

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

Paste response to question here:

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

A student who has undergone the ELL identification process (as the result of first time entry or reentry) may go through the ELL Reidentification Process. Parents and guardians are informed by the TESOL teacher , that if they believe the student has been misidentified as an ELL or non-ELL to request in writing to the principal (within 45 days of enrollment only)that the ELL Identification Process be administered a second time. In case the student has been misidentified as an ELL, first the LPT Team will review the HILS, the student's work in English and in the home language, will consult with the parent or guardian , and will conduct and review the results of a school-based assessment of the student's abilities in listening, speaking, reading and writing in English. Next, the LPT Team will consult with the Committee on Special Education if the student is a student with a disabilityor is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Then,the school principal, based on the recommendation of the LPT and CSE teams will determine whether to change the ELL status or not.The parents or guardians will be notified of this decision in their preferred language. If the recommendation is to not change the ELL status , no further actions are necessary; if the recommendation is to change the status, the relevant documents and recommendation are sent to the superintendent (or designee) for final decision. Finall, the school and parents or guardians will be notified of the decision. If the decision is to not change the ELL status , no further action is necessary. If the decision is to change the ELL status , the student's program will be modified and all documents will be kept in the student's cumulative folder.

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 informed about the Parent Orientation Meeting by a letter and a telephone call in their native language. At the Parent Orientation Meeting the TESOL Teacher-will interpret in Spanish, French, Italian if needed. At the meeting parens watch a video in their home language that explains the three programs offered in the NYC Public schools : ESL, Dual language and Transitional Bilingual Education. After viewing the Parent Connection Video the parents complete the Program Selection Form/Parent survey (in their home language) and select one of the three programs that are offered to them. The TESOL teacher answers any questions and clarify the forms. In October several Parent Orientation Meetings are held. If the parents cannot attend any of the scheduled meetings, a telephone call is made in their home language to invite them to an individual conference. Throughout the year additional meetings are held for newly admitted ELLs.

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 sent home with ELLS in their home language. We attempt to ensure return of the of the Parent survey and Program Selection forms by sending a letter to the parent/guardian requesting that they fill out and return these forms indicating their choice. If they have not done so after a reasonable period of time has elapsed from their receipt of the form. We note the dates that these letters are sent out on a class rosters, and keep copies of them on a file. Returned Parent Surveys and Program Selection forms are then placed in the students cumulative records, and the ESL teacher keeps a copy of these in a file available in her classroom. A tracking log is kept to ensure that all forms are returned . We log calls made, and other outreach for non returned forms.

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

If they have not done so after a reasonable period of time has elapsed from their receipt of the form. We note the dates that these letters are sent out on a class rosters, and keep copies of them on a file. Returned Parent Surveys and Program Selection forms are then placed in the students cumulative records, and the ESL teacher keeps a copy of these in a file available in her classroom. A tracking log is kept to ensure that all forms are returned . We log calls made, and other outreach for non returned forms.

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

Placement Parent notification letters are sent home with ELLS in

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

A copy of the HILS is kept in the student's cumulative file, a copy is kept with Ell records as well as a copy of all correspondence sent to the student's home including Parent Survey, Program Selection, entitlement and non entitlement letters, continuous entitlement letters.

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.

To ensure that all ELL students are administered all sections of the NYSESLAT we use various reports such as the RLER. We check our program roster against these reports to be certain that all eligible students are tested. We make certain to administer all four sessions of the test to each student in a timely manner. If a student is absent for one session , they are administered that session during the make-up period . To ensure that all four components are administered to all ELL students we maintain a tracking log. To date , we have had all of our ELL students tested in all modalities of the NYSESLAT.

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

All parent letters are translated into their respective native language prior to distribution.

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).

Parents are choosing overwhelmingly the Free Standing ENL Program. In the last four years (length of the TESOL teacher at this school) and for this past year , 100% chose the Free Standing ENL 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.

   Arabic speaking students travel together and work with an Arabic speaking paraprofessional. All other students are mixed heterogenously, but receive pull-out services throughout the day.

   b. TBE program. *If applicable.*

   N/A

   c. DL program. *If applicable.*

   N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   The school ensures instructional minutes are delivered as per charts 5.1 and 5.2 through flexible scheduling of ENL students during a daily intervention period.
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.

   Arabic students have the use of an Arabic paraprofessional who translates, where appropriate and provides English support. In ELA, Wilson Reading Program is used and Spanish translation is provided, where appropriate. We also have an certified ELL teacher on staff who provides pull-out support for ENL students.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

   We provide testing in student's native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

   We ensure that all of our Ell students are appropriately evaluated in all four modalities of English acquisition throughout the year by a variety of means. We have formal interim asessments periodically throughout the school year, as well as weekly assessments of each of the four modalities, one per week. Additionally, we informally assess our students proficiency en each modality through class assigments and homework, as well as one on one teacher-student conferences.
6. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. Our instructionalplan for SIFE students includes intensive and focused instruction before, during and after school to address the specific needs of each student. Students are provided with native language libraries and materials to enhance literacy skills in their first language and assist to acquire English language skills.Students are taught phonemic awareness and phonics, develop fluency as well as basic literacy skills.These students receive small group instruction with with appropiate scaffols and differentiated instruction.

   b. In addition to all of the above newcomers are put into an After School Program where extra time is dedicated to making content and testing strategies understandable.

   c. Additionally, we analyze the data from all of the test these students receive and attempt to ddetermine the limiting factor impending their passing the NYSESLAT and target these areas for intensive instruction.

   e. Former ELLs are provided additional support in the classroom, and are provided small group instruction to prepare them for the standardized exams.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section.

   Between 6 and 12 months(from the date of the superintendent's notificaction to the principal, parent or guardian, and/or student), the principal reviews the Re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent or guardian and the student. Based on this recommendation , if the principal believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student and may reverse the

Chart

detrimantion within this same 6-t0-12 month period. If the principal's decision is to reverse the ELL status, he consults with the superintendent or his/ her designee. Final decision notification is then sent in writing to the parent/guardian, and/or student in the parent's prefered 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?

   Wilson Reading Program, paraprofessional support, homogenous and heterogenous grouping, translation services, books on tape

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?

   We use a variety of pedagogical methods to address the diverse learning styles of our ELL-SWDs. After reviewing their IEPs we determine how best to achieve the goals outlined by planning and collaborating with the Special Education Teachers. As a result,we are able to achieve flexibility in scheduling and determine the best instructional approach and materials to be used with an individual student within the least restrictive environment.A

**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* ***per week*** *(360 min.)* | ***2 units*** *of study* ***per week*** *(360 min.)* | ***1 unit*** *of study* ***per week*** *(180 min.)* | ***1 unit*** *of study* ***per week*** *(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 ***or*** INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA ***or*** Content Area, ***or*** other approved services* |
| | *360 minutes per week* | *360 minutes per week* | *180 minutes per week* | *180 minutes per week* | |
| STAFFING/ PERSONNEL | **STAND-ALONE ENL**<br>K-12 Certified ESOL teacher | | **INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER**<br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br>**INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)**<br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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. | | | | | |

Chart

**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.*

NYSED.gov

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

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

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

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|---|---|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | *3 units of study per week (540 min.)* | *2 units of study per week (360 min.)* | *1 unit of study per week (180 min.)* | *1 unit of study per week (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 *or* INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, *or* 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<br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | INTEGRATED ENL<br>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<br>K-12 Certified ESOL Teacher | | INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER<br>ESOL or Content Area (7-12) teacher who holds both certifications<br>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)<br>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.*

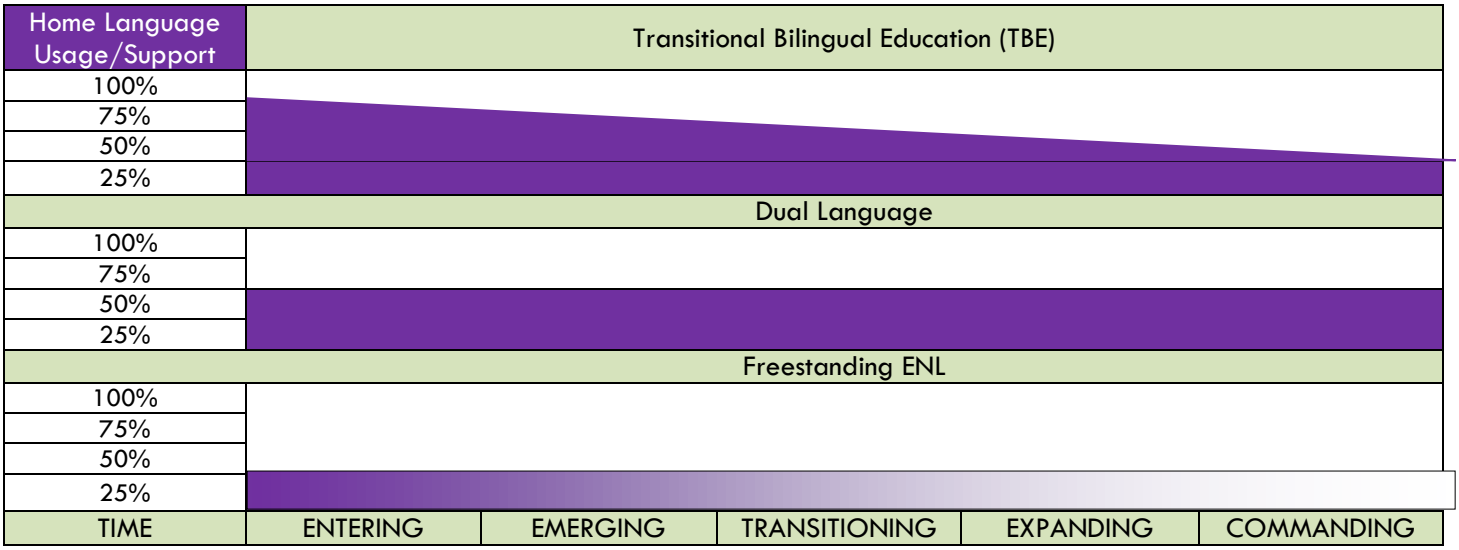
NYSED.gov

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

**Chart 5.3**

## Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
    All of our programs are taught in English. After reviewing the data from the ELA exam, the NYS Math and the NYSESLAT, we have found a need for intensive targeted focus in reading and writing. As a result, we have instituted a variety of targeted intervention programs. Some of the targeted intervention programs we offer are Guided Reading, skill and /or CCLS, AIS Push-in for individual ELL students. SIFE students, newcomers, and long term ELL's are assigned to the program that best addressess their needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Our program would be more effective if we had a full-time ELL service provider.
12. What new programs or improvements will be considered for the upcoming school year?
    Dual Language
13. What programs/services for ELLs will be discontinued and why?
    We plan to maintain all programs and sevices that we have in place for our ELLS.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Our Ells are included in all programs and activities that are available at our school. All notices sent home for parents attention regarding available programs are bilingual. Additionally, our Parent Coordinator reaches out to the community and makes them aware of and explains the programs available to their children. We have Afterschool Literacy and Math programs and an ESL Enrichment program. Ells are involved in all of these.
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.
    Compass Learning, PowerSpeak
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
    ENL
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
    All the services and support, as well as the resources that are used to enhance ELL's English Lanaguage development correspond to their ages and grade levels. The required support services and resources are age and grade appropriate.
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).
    N/A
19. What language electives are offered to ELLs?
    N/A
20. For schools with dual language programs:
    a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
    b. In which language(s) is each core content area taught?
    c. How is each language separated for instruction?
    d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

    Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
   ELL teachers participate in city and district professional develoopment.
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?
   ELL teachers participate in city and district professional development. At school level PDs, ELL supports are included in the discussion/material.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
   Meetings and planning sessions are held throughout the summer to create curriculum and plan supports for transitioning students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide*, Professional Development section.
   ELL teachers participate in city and district professional development. Agendas and attendance are 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 meetings are scheduled by the Parent Coordinator.
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.
   Agendas, correspondence and attendance are kept on file.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   Parents of ELL students are invited to attend all school activities, where we make sure translation services are available. We have invited families to Bring Your Dad to School Day, Monthly Family Nights, and school meetings and field trips.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
   We currently do not partner with any CBOs to provide workshops to ELL parents.
5. How do you evaluate the needs of the parents?
   Surveys, phone calls, meetings
6. How do your parental involvement activities address the needs of the parents?
   Meetings are based on surveys and interested generated from the Parent Association

## 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 for the Urban Environme | | | School DBN: 14K330 |
|---|---|---|---|
| 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) |
| Kourtney Boyd | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| Sandra Dacres | Parent Coordinator | | 1/1/01 |
| Stefanie Batt | ENL/Bilingual Teacher | | 1/1/01 |
| Nancy Agosto - Perez | Parent | | 1/1/01 |
| Rosalyn Perez | Teacher/Subject Area | | 1/1/01 |
| Christine Longo | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | School Counselor | | 1/1/01 |
| Alicja Winnicki | Superintendent | | 1/1/01 |
| Yazmin Torres | 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: 14K330** **School Name: School for the Urban Environment**
**Superintendent: Alicja Winnicki**

**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.learndoe.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.

| |
|---|
| Home Language Survey, ATS reports, Studnt Emergency Contact cards, conversations with families and students. |

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.

| |
|---|
| English, Spanish and Arabic |

### Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Calendars, newsletters, family handbooks, permission slips, school announcements and upcoming events, letters

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.

Parent/Teacher Conferences (September, November, February, April), PA & SLT meetings (3rd Wednesday of month)

**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.

Documents translated in Google Docs, by Class Dojo, by Spanish speaking parent and Arabic speaking paraprofessional, by School Messenger, and using DOE translation number.

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.

Translation services are provided over the phone via the interpreatation unit, as well as through on-site interpreters at our school site.

**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.)

Staff were given the translation over the phone interpretation number at the beginning of year as part of their handbook.

## Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We translate all docs into Spanish and Arabic.

## Part F: Monitoring and Quality Control

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

Parent survey from Parent Coordinator.