

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

15K447

School Name:

THE MATH & SCIENCE EXPLORATORY SCHOOL

Principal:

ARIN RUSCH

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Math and Science Exploratory School School Number (DBN): 15K447
Grades Served: 6, 7, 8
School Address: 345 Dean Street, Brooklyn, NY 11217
Phone Number: 718-330-9326 Fax: 718-330-0944
School Contact Person: Arin Rusch Email Address: arusch@schools.nyc.gov
Principal: Arin Rusch
UFT Chapter Leader: Mark Griffith
Parents' Association President: Sandra Lawrence and Sisi Kephida
SLT Chairperson: Alex McDonald
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Street, Brooklyn, NY
Superintendent's Email Address: askop@schools.nyc.gov
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Arin Rusch	*Principal or Designee	
Mark Griffith	*UFT Chapter Leader or Designee	
Sandy Lawrence	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jonathan Bertfield	Member/ parent	
Jennifer Quinn	Member/ parent	
Tamosin Bardsley	Member/ parent	
Joe Sullivan	Member/ parent	
Deb Ward	Member/ teacher	
Cheryl Grau	Member/ teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Fran Mitchell	Member/ teacher	
Alison Farrell	Member/ teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

We are a diverse and inclusive environment in which students achieve highly. On the 2014-15 School Quality Guide we were Well Developed in all categories except "Assessment," in which we were Proficient. Four out of six classes on each grade are co-taught ICT classes, so that our students with disabilities (20% of our student population) are nurtured and supported in a fully integrated environment. Eighth graders have the opportunity to take up to three Regents classes, and 100% of those who sit for exams succeed in passing. 100% of our teachers received overall ratings of either Effective or Highly Effective for the 2013-14 school year. 98% of our families reported on the NYC School Survey that they are "satisfied with the education their child has received."

We are innovative in our development of both curriculum and instruction, across subjects, with our Exploration Program lying at the heart of this innovation. Our courses engage students in real-world inquiry and learning. All students complete in-depth Exit Projects each year in Social Studies and Science, and eighth graders complete a student-developed service learning project before graduation. In one notable service learning project, students conducted a needs assessment of the northern end of 4th Avenue and presented recommendations for improvement to a community panel.

Our teachers have leveraged the Common Core Learning Standards to develop robust units and assessments. We have developed CC-aligned "in book" reading assessments that provide deeper understanding of middle school students' literacy needs than running records. Information gathered from these assessments, as well as common pre- and post-assessments and formative checks for understanding, help teachers to engage together in meaningful reflection on and adjustment of their instruction and curriculum.

Finally, our school climate reflects our emphasis on social-emotional learning and community. Through a partnership with Morningside Center, we have strengthened our advisory program, equipping our students with skills in self-advocacy, conflict resolution, organization, and positive leadership. We have a strong peer mediation program and a strong student government, which develop and value student voice. Diversity in the community is a prioritized topic of investigation, discussion and celebration through such events as our annual Peace and Diversity Conference and Upstander Day. In their time here, our students enjoy positive and healthy relationships with peers and adults.

Over the course of the 2014-15 school year, we focused on certain aspects of the Framework for Great Schools. Namely, we emphasized the use of data to drive curricular and instructional decisions, Inquiry models of instructions, and that all children are part of an environment that is nurturing and supportive. We made progress in all of those areas, and our goals for this aim to year capitalize on and further that growth.

15K447 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	518	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	78
Types and Number of Special Classes (2014-15)					
# Visual Arts	22	# Music	13	# Drama	13
# Foreign Language	12	# Dance	12	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.6%	% Attendance Rate			95.8%
% Free Lunch	20.0%	% Reduced Lunch			4.1%
% Limited English Proficient	0.8%	% Students with Disabilities			21.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			21.8%
% Hispanic or Latino	18.5%	% Asian or Native Hawaiian/Pacific Islander			8.8%
% White	48.6%	% Multi-Racial			1.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.24	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.45
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	68.4%	Mathematics Performance at levels 3 & 4			69.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			84.3%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Our formal and informal observations over the course of the 2014-15 school year showed that, while student voice is strong, they don’t experience many opportunities to ask questions and search for answers; the learning is often prescribed by teachers.

In classroom observations, teachers often were rated Effective, but not Highly Effective, in Danielson’s components 3b (Questioning and Discussion Techniques) and 3c (Engaging Students in Learning).

A survey of teachers indicated that they would like further training on incorporating inquiry instruction into their curriculum.

- On the 2013-14 NYC School Survey, only 54% of students agreed or strongly agreed with the statement, “Most of the teaching staff at my school make me excited about learning.”

On a June 2015 school-administered survey, only 51.8% of teachers agreed or strongly agreed with the statement, “sufficient training was devoted to curriculum mapping in Monday Professional Development.”

Part 2 – Annual Goal

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

By June 2016, teacher practice will shift to allow for student-driven inquiry and problem solving to meet Common Core and content standards across subject areas, as evidenced by all teachers scoring effective and highly effective in components 3b and 3c, and by a review of unit maps and lesson plans.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional development on student inquiry, raising the level of student engagement, and questioning and discussion techniques	Teachers	ongoing	instructional coaches, administration
Informal and formal class visits and timely feedback (through regular cycles of administrative observation and feedback using Danielson’s Framework for Teaching)	Teachers	ongoing	instructional coaches, administration
Dedicated time for the revision and development of curriculum on Rubicon Atlas mapping software Extensive common planning time between co-teaching teams, grade level/subject teams, and departmental teams, and cross-grade/department teams	Teachers	ongoing	instructional coaches, administration
Lesson study in which teachers work together to re-write traditional lessons into inquiry lessons.	Teachers	ongoing	instructional coaches, administration

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. Administration, teachers, and staff developers 2. MSP Title IIB Math Grant 3. Urban Advantage; TC STEM grant 4. Use of Monday PD time 5. Off-site professional development for teachers, when available and relevant											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other
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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 mid-year, teachers will have had 1-2 professional development sessions on Inquiry Instruction, and will try out at least one inquiry lesson in their course.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

Teacher responses on the 2013-14 School Survey Report indicated a need for more support strategies in the area of student behavior issues.

Preliminary training in the 2014-15 school year in restorative practices and circles protocols, followed by staff survey, indicated that a) teachers believe that our school would benefit from a more restorative approach to discipline and b) teachers strongly feel that they need more practice in training in circle protocols.

Part 2 – Annual Goal

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

Over the 2015-16 school year, teachers will use circle structures in their classrooms and advisories as a mechanism to community build and have difficult discussions. This is the first phase of a longer term goal to implement more comprehensive restorative and child-centered social-emotional practices in our school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continued training in circles protocol</p> <p>Opportunities for teachers to observe colleagues using circles protocol</p>	<p>all teachers</p>	<p>ongoing</p>	<p>SEL committee, restorative justice study group, administrative staff</p>

Refine and develop Advisory curriculum for all grades, to incorporate opportunities for circle discussions and student voice.	Advisory leaders and teachers	first half of school year	teachers, Head of Student Affairs
Teachers will participate in professional development to understand escalation protocols of the schoolwide positive intervention plan	All staff	By mid October	administrative staff, teacher committee, Head of Student Affairs
Students, teachers, and parents will continue using the KIDS CAN mentoring guide to build a common culture for discussing student work habits and achievement.	Students, teachers, parents	ongoing	administrative staff, teacher committee, Head of Student Affairs

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.											
Monday PD time; outside professional support, as needed; other print resources											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By midyear, 55% of teachers will have practice one community circle in their class or advisory group.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Quality Review area of Focus, history, student needs

- On a June 2015 school-administered survey, “I feel better equipped to gather and use information about my students because of Monday PDs focusing on data,” only 39.6% of teachers agreed or strongly agreed.

On the 2013-14 NYC Schools Survey, 98 percent of staff agreed with the statement, “Teachers in my school work together or teams to improve their instructional practice,” but only 72 percent of staff agreed or strongly agreed with the statement, “Overall, my professional development experiences this school year have included opportunities to work productively with colleagues at my school.”

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will collaboratively engage in at least two full cycle of student work analysis to identify strengths and skill deficits of targeted students, design and implement Tier 1 interventions, and share findings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Development in inquiry practices, protocols for looking at student work, classroom systems for small group intervention, special education methods, and enrichment models</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Administrators, Coaches</p>
<p>Weekly grade team meetings</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Administrators, Grade Activity Coordinators</p>
<p>Departmental meetings</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Administrators, Coaches</p>
<p>Periodic review of meeting minutes and lesson plans to monitor progress</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session for Inquiry Team to develop protocols and look globally at student data, Monday PD time, common planning time.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By mid-year, teachers will have collaboratively participated in a cycle of inquiry, looking at student work to identify need and to plan instruction/curriculum accordingly.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- In a June 2015 school-administered survey, in response to the question, “My professional development is tailored to my students’ needs,” only 60.3% of teachers agreed or strongly agreed.
- On the 2013-14 NYC School Survey, only 54% of students agreed or strongly agreed with the statement, “Most of the teaching staff at my school make me excited about learning.”

Part 2 – Annual Goal

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

Administrative team will participate weekly, together, in non-evaluative classroom walkthroughs in order to increase coherence and consistency in instruction across the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Weekly teacher co-observations and follow-up discussions	Administrators	September 2015 - May 2016	Arin Rusch, Eli Smith, Christine Vissa

Regular, non-evaluative feedback provided to teachers	Teachers	September 2015 - May 2016	Arin Rusch, Eli Smith, Christine Vissa

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.											
Weekly scheduled times for administrator observations of teachers and subsequent discussion/reflection.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By mid-year, administrators will have <i>together</i> observed 50% of teachers at least once for a non-evaluative observation.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- On our June 2015 school-administered survey, 98.2% of staff strongly agreed or agreed with the statement, “This school communicates well with parents.” However, on the 2013-2014 NYC Schools Survey, only 41% of parents stated that they had communicated with teachers 5 or more times about their child’s progress this year.
- We have a diverse student population (Hispanic 16.86%; Asian 8.33%; Black 18.99%; White 54.07%; Multi-racial 1.74%) . However, our staff population does not mirror the diversity of the students.

Part 2 – Annual Goal

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

By the end of the 2015-16 school year, we will build cultural competency and multicultural awareness of the M.S. 447 staff, in order to improve our capacity to serve all of our students and foster positive partnerships with all parents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Staff training on diversity and cultural competence; the addition of a Multicultural Coordinator professional duty</p>	<p>All staff</p>		<p>Administration and outside provider</p>

Parent workshops on diversity and cultural competency	Parents and families		PTA, Administration and outside provider
Parent Events such as Curriculum Night, Community Carnival, special topics presentations, academic celebrations	Parents, staff, students	Sept 2015, May 2016, and other dates throughout the year	Teachers, administrators
Weekly parent outreach time and Skedula/PupilPath - grade, assignment, and student needs/performance communication online	Parents, teachers, students	Tuesday afternoons and ongoing	Teachers, administrators

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.											
Outside facilitation of diversity training; Monday PD time; Chancellor’s conference days; print resources											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By midyear, we will have formally begun discussion as a faculty about multiculturalism, cultural competence, and bias. We will also have had curriculum night and 1-2 parent workshops.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring at or below 2.25 on the previous year's New York State ELA Exam	Teachers address comprehension, decoding, vocabulary, and writing skills. They utilize the high interest texts to target skill needs of individual students.	Students are grouped by level and need in small (1- 5 students) groups	During school day; twice-weekly office hours
Mathematics	Students scoring at or below 2.25 on the previous year's New York State Math Exam	Teachers address computation, solving equations, and operation with integers as needed.	Students are grouped by level and need in small (1-5 students) groups	During school day; twice-weekly office hours
Science	Class-based assessments	The support offered focuses on nonfiction reading skills, content vocabulary, and synthesis writing.	Support is provided through the "push-in" and small-group instruction model.	Twice-weekly office hours. Additional "ad-hoc" support offered after school and during lunch periods.
Social Studies	Class-based assessments	The support offered focuses on nonfiction reading skills, content vocabulary, and synthesis writing.	Support is provided through the "push-in" and small-group instruction model.	Twice-weekly office hours. Additional "ad-hoc" support offered after school and during lunch periods.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher, counselor, parent, and administrator recommendation	School Counselors: At-risk counseling services are provided to students	School Counselors: Weekly group counseling sessions, individual crisis	During the school day, throughout the year

		<p>Social Workers: Provide at- risk counseling to students in distress.</p> <p>School Psychologist: N/A</p>	<p>intervention counseling, or short term individual counseling. Families of at-risk</p> <p>students are also given support through parent meetings and referrals to other school supports services or to outside resources and agencies.</p> <p>Social Workers: Weekly at-risk counseling. Meet with families who need help navigating the school system and assess supports needed. Provide linkages to community agencies to further support families.</p>	
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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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Math and Science Exploratory School**, 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. **The Math and Science Exploratory School** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 447
School Name Math and Science Exploratory School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

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

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	525	Total number of ELLs	11	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	2	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	2	2					0
Chinese							1							0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	3						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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							3	5	1					0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
MS 447 uses many types of assessments to determine ELL early literacy skills including Fountas and Pinnell reading levels, TCRWP, school-based baseline assessments, and teacher created in book assessments. The data gathered from these assessments help us assess the needs of ELLs in conjunction with current content, the common core and additional resources. The data allows us to better understand our ELLs learning processes, whether they are making progress, and how much progress. The data also shows what their weaknesses are and what the teachers need to target. The 2015-2016 school year shows an influx of ELLs that received a Commanding score on the NYSESLAT. ELLs from the 204-2015 school year, tested out or returned to their home country. Other Former ELLs receive one more year of ELL services and accomendations. The school puts all ELLs in the same class to allow the ENL provider to plan her schedule better. Generally, many of our ELLs enter MS 447 as expanding learners of English. This allows the ELL provider to plan for the school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns show that majority of our ELLs enter as advanced/expanding either on the NYSITELL or the NYSESLAT. This reflects that our students have a working knowledge of English prior to coming to MS 447. The students have had classes in English prior to their arrival in the country, but not enough to be considered Commanding. Generally, they test out within a year or two of services, but are still served for two years after testing Commanding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Using the AMAO tool, we are able to understand our ELLs aquire English at a faster rate than compared to other schools. The data revealed that our at-risk students are generally not our ELLs or Former ELLs. For the 2014-2015 NYSESLAT, 3 out of 4 students received a Commanding score. MS 447 has an average attendence of 97.34% and ELLs make up.4% of the school's overall population. While there was no data on whether our ELLs were making progress on AMAO 1, AMAO2 did indicate that MS 447 met the AMAO2 target goal of 15% with a 60% difference between the target and our current status.
- 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?

4a. In the 2015-2016 school year, five former ELLs began receiving services in the sixth grade, as per the new mandates. Two former ELLs are receiving services in the seventh grade and one former ELL is receiving services in the eighth grade. All other ELLs are newcomers and are at an Expanding level and Transitioning level respectively. In 2014-2015, MS 447 had 3 sixth grade ELLs and 2 eighth grade ELLs. Four were newcomers and one was a developing ELL, however, the developing ELL became a former ELL with the new exit criteria for the NYSESLAT.

The one student who was eligible to take the Spanish LAB did so. The Spanish speaking ELL scored Spanish dominant. While his dominant language is Spanish he is adjusting well in an English environment this year. In the beginning of the school year, the newcomers were still adjusting to using and understanding English in the classroom. However, within a few months they acclimated well to the NYC public school system.

4b. Our school leadership team uses the results of our ELL Periodic Assessments to determine progress and growth in our ELLs content area skills. We can also use the assessment to target deficiencies and support ELLs with targeted skill.

4c. The school is learning from the Periodic Assessments that the ELLs need continued support in content area reading, listening skills and writing organization. The home language is generally not used with the expanding ELLs because they do not need to depend on their home language as much. With the Transitioning ELL, the home language is used on an as needed basis.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

n/a

6. How do you make sure that a student's new language development is considered in instructional decisions?

Content area teachers work closely with the ELL provider to ensure that second language development is being considered in instructional decisions. For example, the ELL Provider highlights their cultural background and how their languages shares similarities and differences with English to better understand language acquisition. Teachers plan with the ELL provider to support the ELLs in acquiring skills such as, but not limited to decoding, inferencing, understanding the main idea, developing claims, and essay writing. Students are encouraged to read both in English and their home language. We do not use performance levels within the bilingual model because we are not a bilingual school.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

n/a

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

MS 447 evaluates our programs for ELLs in multiple ways. State exam scores for exams such as the NYSESLAT and ELA are used to determine the growth of our ELLs language acquisition. Portfolios are used as a tool to track student growth. The progression of ELLs in their general education classes is also an indicator of their success.

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.

At the start of this school year, MS 447 identified ELLs that are brand new to the NYC/NYS public school or students that have left the school system for more that two years with the new Home Language Information Survey. If the parents speak a language other than English and the HLIS is available in their home language, then it is given to them. A licensed pedagogue, typically the ELL Provider, or another teacher trained in the process, will interview the student and parent during the intake process. If translation is needed, our LAC, our Parent Coordinator, will assist in translating or finding an appropriate translator. If the survey indicates that the home language is something other than English or if it is both English and other language, and the student's informal interview shows that the NYSITELL is needed, then the student is given the NYSTIELL by the ELL Provider to assess the students' language skills within ten days of enrollment. If the student is found eligible for ELL services an entitlement letter will be sent out within 5 days of his/her NYSITELL scores. If the student is identified as a Spanish speaker, then the Spanish Lab will also be administer within ten days to the student in

order to determine language dominance. This intake process will apply to anyone entering or re-entering the NYC or NYS public school system. After this process is completed the ENL teachers will analyze the results of the NYSITELL to determine the amount of time that the students will be serviced and the levels of each student. The NYSITELL and Spanish LAB results are placed into the ENL binder in the ENL classroom. The HLIS originals are placed in the main office, while the NYSITELL the Spanish LAB results are sent to the network via the ATS scanner.

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).

To identify SIFE students we administer the oral interview questionnaire. If possible we will administer the Literacy Evaluation for Newcomer SIFE for students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish. If the student is identified as SIFE within 30 days of initial enrollment then SIFE status will be indicated on the BNDC screen on ATS. Though the SIFE student has been identified within 30 days, MS 447 will have up to twelve months to determine SIFE status. SIFE status will be removed once an ELL scores a 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).

For students entering the NYC public school system with an IEP, the process is determined with a Language Proficiency Team. The Language Proficiency Team will consist of a school administrator, an ENL teacher, a representative from the Special Education department and the parent or guardian and a translator, if needed. The LPT will consider whether or not the student will need to take the NYSESLAT based on a few criteria. The LPT will assess the student based on their HLIS, the student's history of language use at school and at home, the student's evaluation, and information provided by the Committee on Special Education. If the LPT determines that the student does not have English language acquisition needs then the recommendation is sent to the principal for determination. If the principal accepts the recommendation, then the recommendation is sent to the superintendent for final approval. The parent will be notified of the school's decision within 3 school days of the decision in the parent's/guardian's preferred language. The superintendent or the designee has 10 days to accept or reject the LPT's recommendation. If the superintendent's office rejects the recommendation, then the school will have 5 additional days to test the student. If the LPT determines the student might have English Language acquisition needs then the student will be eligible to be tested with the NYSITELL immediately. The timeline for the school The form Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder. The timeline to accept or reject the LPT recommendation is 20 days.

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.

To ensure that entitlement and non-entitlement letters are distributed within five school days after the NYSITELL is scored, the ELL Provider, will notify the parents through a phone call that the letter will be mailed home along with some other paperwork to be brought along to the parent orientation. For parents whose children are deemed non-ELLs, they will not receive the orientation package. The parents will receive all the documents in the parents preferred language.

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

The ELL Provider sends out all the letters in the parent's preferred language. Along with the entitlement and non-entitlement letters there will also be a letter, which states that their child is an ELL or is not an ELL. If they would like to appeal that decision then, they have 45 days of enrollment to appeal. The copies are filed in both the ENL provider's office and 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.

At the start of each school year, after registration, parents of students that are identified as ELLs by the NYSITELL, are invited in to learn more about the various programs NYC has to offer in the parents' preferred language. MS 447's ELL department is responsible for sending home brochures provided by the DOE website, which includes a brief explanation of each program. The ELL provider also sends home an invitation for orientation, entitlement letters, parent survey and selection form. If a student does not qualify for ELL services, a non-entitlement letter is sent home. At the same time, previously identified ELLs will receive either continued entitlement letters, or non-entitlement letters, if they scored commanding on the NYSESLAT. When the parents attend orientation, they are given the same packet that was sent home, if needed. The ELL provider then explains to the parents that New York City offers a choice of freestanding ENL, Transitional Bilingual, and Dual Language programs. They are told that MS 447 currently offers freestanding ENL, which generally has students from many different native-language backgrounds and English is the only common language among the students, but native language support is used. The parents are free to choose the program that serves their child best. The ELL provider tells the parents that in a transitional bilingual program the students receive Native Language Arts along with an English as a Second Language component. The Transitional Bilingual Program was designed so that students can develop conceptual skills in their native language as they learn English. In the first year of a Transitional Bilingual Program, TBE students should receive 60% of instruction in their native language and 40% in English. The Dual Language Program serves both ELLs and student whose first language is English and are interested in learning a second language. This model would allow students to become bilingual. Students

in Dual Language Programs would receive half of their instruction in English and half in the second language. If they choose either Transitional Bilingual or Dual Language Programs, then they are given two options. The first option is that the ELL provider will find an alternative school that meets their standards. The second option is that they can choose to allow their child to remain at MS 447 and, if 20 students of the same language and grade level show interest in transitional bilingual or dual language programs then one will be created and a letter will be sent home in both English and the home language. The parents also watch the orientation video during orientation. The orientation video is provided on the Department of Education website in eleven different languages. Since the ENL room has three computers multiple videos in different languages can run at the same time, so that we can best accommodate the parents, will be given the survey where they choose which program to place their children in. If the parent does not attend orientation, then the ELL provider will contact the parent at home. The ELL provider will provide translation via the DOE's translation services. If all means of communication has been exhausted and the parents did not choose a program for the child, then their choice will be transitional bilingual. This process is completed within 10 days of school.

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

When the parents are invited to attend orientation for parents of newly enrolled ELLs, by the ELL provider, a packet including the ELL Parent Brochure, Parents' Preferred Language Form, Entitlement letter, Parent Survey and Selection Form is sent home. The packet does not need to be filled out until after orientation, but the parents should bring the packet to orientation. If they did not receive the packet, there are extra copies at orientation. As stated in the response to question 6, this orientation outlines the freestanding ENL, Transitional Bilingual and Dual Language programs available to ELLs in the New York City school system. The ENL department, is responsible for ensuring the parents understand the different programs offered. The parents fill out the forms at the orientation and return the forms prior to leaving orientation. When the ELL provider receive all the forms copies are made and the originals are put in the student's file. The copies are placed in the ENL binder. Once that has been completed the Placement Letters are sent home confirming the parent's decision and a copy is kept both in the student's file and in the ENL binder. The ELL Provider also creates a spreadsheet that lists parents that requested TBE/DL programs. If there are enough students to notify the parents that a TBE/DL program can be created they will be notified in their preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the parents did not attend the parent orientation then three attempts will be made to reach the parent, in the parents' preferred language, to complete the parent survey and program selection form by the ENL Provider. If the parent does not respond after the third and final attempt then the child will be placed in bilingual education as a default.
9. Describe how your school ensures that placement parent notification letters are distributed. The ENL provider will distribute the placement letter at the orientation in the parent's preferred language, if currently available, if not, then the Translation and Interpretation Unit will be contacted to translate the document and the ENL Provider will send home the document.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is kept in the ENL binder in the ENL classroom by the ENL Provider. Additionally, one copy of the HLIS and the Parent Survey and Selection form is put in the student folders in the main office for quick reference. The ENL Provider, school secretary, Administrators and parents will have access to the ELL documentation.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered in the spring by the ENL provider. The Testing Coordinator along with the ENL teacher, are responsible for administering the test. First, the ELL provider run the RLER on ATS to determine the number of students that will take the NYSESLAT. Then the ELL provider and Testing Coordinator will test the students on the speaking section first once the exam arrives. The NYSESLAT is administered under all necessary ELL testing security measures. Students are tested in a separate location, in groups no bigger than 12 on three different days by grade band. These three days covers the reading, listening and writing modalities. If the student is absent for any day of testing they will make up the test as soon as possible. The NYSESLAT will determine if the students will continue to receive ENL services for the following school year. It will also test to see if the students acquired more English.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. All continued entitlement letters and transitional support parent notification letters are mailed home before September 15 as per English Language Learner Policy and Reference Guide 2015-2016. If translation is needed, MS 447 will translate the letters to the preferred language.
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).

The most popular program in this school is the freestanding ENL program. During the parent orientation, the ELL Provider outlines the three programs for the parents. If translation is needed the Spanish speaking Parent Coordinator would translate for the Spanish

speaking parents. If there are languages that need translation and it is not available in our school, the the ELL Provider will find a translator for the parents. The current trend in parent choice is the freestanding ESL program. At this time, there are not enough students to open a bilingual program, however, should the numbers change, MS 447 will re-evaluate the programs. The trend in parent choice is that the parents most often choose freestanding ENL. The ELL Provider is responsible for this.

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.
At MS 447, the school follows a six day rotating schedule. The days are named A-F and the students follow the schedule for that letter day. In the Freestanding ENL program students are currently at an expanding English proficiency level. Those students with an expanding proficiency receive 180 minutes of integrated ENL services in ELA or another content area. Depending on which letter day the students will receive ENL services based on their schedule. In the future, students who receive a commanding will get 90 minutes of ENL or other content area. For Intermediate/Transitioning students, they will receive 90 of integrated ENL/ELA or content area and 90 minutes of standalone ENL. The students are separated by grade and level. The classes travel together as a group and in homogeneous proficiency levels.
 - 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 the mandated number of instructional minutes is provided according to proficiency levels in each program model by allowing the ELL provider to work closely with the ELA teachers and the content area teachers ensuring that the mandated hours are met. There are five proficiency levels, Entering, Emerging, Transitioning, Expanding, and Commanding. For Entering ELLs, they receive 2 units of ENL instruction per week, which equals to 360 total minutes, 180 is standalone, and 180 is intergrated ENL/ELA. For Emerging ELLs, they also receive 2 units, but 90 are stand alone, 180 are intergrated, ENL/ELA, and 90 are stand alone or intergrated ENL with ELA or another content area. For Transistioning ELLs, they receive one unit or 180 minutes per week. 90 is intergrated ENL/ELA and 90 is flexible standalone or intergrated ENL/ELA or content area. For Expanding, they receive one unit. 180 are intergrated ENL/ELA or other content area. Commanding receive .5 unit which is 90 intergrated ENL/ELA or other content area.
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.
ELLs travel with their classes to receive content area instruction. The school program is set up for a six day school week, which rotates on a regular five day schedule. This schedule allows for nine periods a week of English Language Arts, double periods of Math, and four periods of Science and Social Studies respectively. ESL push-in are spread through content area ensuring that ELLs understand content rich vocabulary. Instructional methods include differentiated texts to support reading levels, guided reading, various graphic organizers, and text-rich environments. If native language support is needed it is provided in the form of translated texts, glossaries, and ELLs have the option to take exams in their home language.
All teachers use the Teacher's College workshop model. This includes mini-lessons that have teacher modeling, scaffolding, and independent practice with conferring. On going assessments include exit slips, post unit assessments, reading, and writing conferences.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
For the past several years, ELLs have all been at the advanced level; therefore we do not evaluate them in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Using a variety of assessments like Fountas and Pinnell reading levels, periodic writing assessments, both formal and informal listening and speaking assessments the ELL provider can appropriately evaluate ELLs in all four modalities of English acquisition throughout the year, usually monthly or once every two months, if there are less teaching days. Students are given vocabulary tests.

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
6. There are no SIFE students at MS 447 at this time. However, in the past, the ESL teacher at MS 447 works closely with the Academic Intervention Specialist and the SETTS teacher to work on specific skills and strategies need of all students requiring additional support. A separate focus program would be used to target SIFE students. Since SIFE students often have large gaps in their language proficiency and knowledge base, SIFEs are taught to learn and practice skills for academia. Strategies in reading, phonics, vocabulary and writing that may have been taught in earlier grades would be used in conjunction to a program, such as the Wilson Reading Program. SIFE students are also paired with a student that can assist in social language development, organization and assignments in other classes.
 - 6b. Newcomers are paired with proactive English-speaking students in their class who enjoy helping their peers. This is a mutual relationship where both students benefit from each other. Through their peers newcomers learn the nuances of American culture in the school environment. Their peers in turn, are exposed to the perspective of a newcomer. Newcomers also receive services that enhance the way their peers learn. Newcomers are literate in their native language and are able to transfer their knowledge to English. Both newcomers and long term ELLs receive sheltered English content instruction. Scaffolding techniques, schema building, modeling, and bridging are essential as ELLs learn academic concepts in another language.
 - 6c. At MS 447, ELLs who have been receiving services for about four to six years will focus on developing their CALP, in addition to scaffolded instruction. CALP is necessary for both language acquisition and successful academic development. Language learners who have been acquiring language for about four to six years learn the social and functional parts of language first, or Basic Interpersonal Communicative Skills (BICS). Though people acquire language at different rates, as teachers, we are responsible for ensuring students develop their BICS. By emphasizing the development of academic reading, writing, listening and speaking skills ELLs will be prepared for high school. It is essential that ELLs are supported in their classes so that they will become successful, acquire English and transition out of ENL.
 - 6d. We focus on the development of academic language for long time ELLs. The challenge with long-term ELLs is correcting the fossilized errors that developed. Fossilized errors are corrected through explicit instruction. MS 447 currently does not have any long-term ELLs.
 - 6e. The plan for supporting former ELLs is to group them with ELLs when the ENL provider is pushing into their classes. The ENL provider can provide extra support during group work and during reading and writing conferences. This ensures that the former ELLs are still supported in their classes. During state exams, former ELLs are entitled to testing accommodations of time and a half and small groups for up to two years.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment will be tracked by the school by the ELL provider, ELA, other content teachers, and the parent or guardian. If the student is identified as an ELL, they will continued to be serviced until they are no longer deemed an ELL by the state or NYSESLAT. For non-ELLs, they will not receive services but if the qualified personnel and parent/guardian agree that the student has been adversely affected by the decision, then they will seek to reverse the services. The assigned qualified staff to manage both the initial identification process and the re-identification process is the ELL Provider.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The instructional strategies and grade-level materials used to address the needs of ELL-SWDs include the development of content area vocabulary, phonics instruction, reading conferences, leveled texts, non-fiction reading strategies, and using graphic organizers. The school ensures ELL-SWDs receive all their mandated services on their IEPs by putting ELL-SWDs in ICT classes, if specified. The ELL Provider can go into the content area classes. There are additional SETTS services available in ELA and Math, for the students that require a less restrictive environment. All related

Chart services are located within the school building. IEPs are followed strictly. There are no ELL-SWDs whose IEP mandates bilingual instruction.

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?

MS 447 modifies the curriculum by having the content area teachers collaborate with the ENL and SETTS providers.

MS 447 uses a mix of push-in and pull out both one-on one and in small group settings, in order to enable ELL-SWDs to achieve their IEP goals. MS 447 is an inclusion model school, which allows for majority of classes to be co-taught. When partial special education services is needed, flexible programming is provided, for example, part-time ICT can be arranged. This allows the ICT teachers to work with the non-disabled peers while the SETTS teacher can target smaller populations. ELL-SWD are placed in ICT classes based on their IEPs and the annual meeting with their providers, guidance counselor, and parents to see what their needs will be for the upcoming year.

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

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



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

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

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

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

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

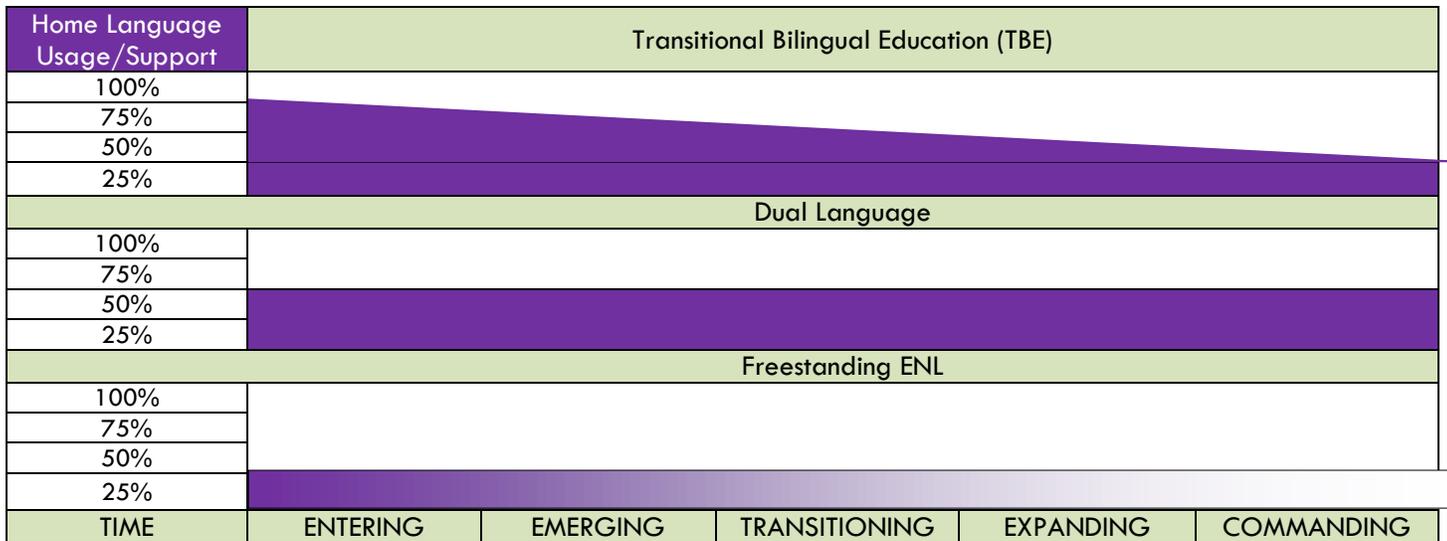


*Note: “other approved services” does not apply to New York City at this time.

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.

Implications for LAP in English Language Arts:

- * Collaboration with content area and ENL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language.
- * Provide high-interest, low level independent reading books for ELLs.
- * Ensure that all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.
- * Create a print rich environment, using ESL dictionaries in an ELA classroom.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * ELLs can read in their native language, if needed.
- * Bilingual dictionaries are used.

Implications for LAP in Social Studies Content Area:

- * Collaboration with content area and ENL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language.
- * Create a print rich environment, using ENL dictionaries in a Social Studies classroom.
- * Translated texts are provided for ELLs, as needed while responses are written in English or Native language depending on level.
- * Provide content vocabulary support.
- * Ensure all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * Bilingual dictionaries are used.

Implications for LAP in Mathematics Content Area:

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language in math, like using English in word problems and collaborative group work.
- * Allow students to communicate their problem solving skills in Math.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * Incorporate writing in the math lesson.
- * Analyze students' mathematical strengths and weaknesses in order to drive and differentiate instruction.
- * Bilingual dictionaries are used.

Implications for LAP in Science Content Area

- * Collaboration with content area and ENL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language in scientific words.
- * Create a print rich environment, using ENL dictionaries in a Science classroom.
- * Provide high-interest, low level independent reading books for ELLs.
- * Ensure that all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * Provide content vocabulary support.
- * Bilingual dictionaries are used.

Plan for ELLs Requiring Intervention Support:

ELLs who require additional support in the four modalities (speaking, listening, reading, writing) include beginning or intermediate language learners, students with interrupted formal education (SIFE), grade holdovers, newcomers and Special Education students. Because of the small population of ELLs at MS 447 in the 2015-2016 school year, all, but one of our ELLs are at the Expanding or Commanding level and receiving support from the ELL provider. The Transitioning ELL uses Native Language text, bilingual dictionaries, and can use Native Language when needed. All are considered newcomers and do not need additional services. However, if intervention is required, MS 447 has a multitude of providers willing to provide additional support. In previous years, students that receive additional support are now former ELLs.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Continual support in all content areas by intergraded ENL is effective in allowing the ELLs to learn from a variety of different teachers. The content teacher discusses with the ENL provider the individual needs of each ELL and they target the weaknesses. This is effective in correcting many language transfer errors along with meeting the needs of the ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
Improvements for the upcoming school year are more focus for bilingual families to come to MS 447. For PTA meetings and other parent meetings interpreters will be hired. During the school's open house, there are interpreters in Arabic, Bengali, Chinese , and Spanish. There are also special tours that can be taken for parents of other cultures. The Danish and Spanish families volunteer their time for new parents. There are also office hours for ELLs that they can attend for extra help.
13. What programs/services for ELLs will be discontinued and why?
None of our current programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are given equal access to all school programs by offering a variety of school programs open to all students. Math and ELA help specifically designed for ELLs is also offered. ELLs work with the ENL provider during office hours for extra English support. During the school day, there is a variety of standard curricular classes including ELA, Math, Science, Social Studies and Physical Education. In addition, Art, Techonlogy, Drama, Music, Dance, and Spanish are offered as electives. MS 447 also offers Exploration, which is an intercurricular program. Exploration uses a hand-on approach to education providing topics such as Forensics, Habitats-past and present, and waterways as a means of intergrating all subject areas and students interests. After school, extracurricular activities include chess, photography, yearbook, basketball, robotics, wrestling, bookclub, step cheerleading, and arts and crafts. ELLs are active within the yearbook committee, bookclubs, sports clubs, and after-school programs.
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.
MS 447 has a school website for students to access. This website allows students to use PupilPath, which is a program where students can contact teachers, access homework assignments, class notes, lessons, and other various handouts pertaining to school. The students are all trained in using PupilPath at the beginning of each school year. Science, ELA books, and Social Studies documents are translated for ELLs, if needed. Brainpop is also used.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We have a Spanish speaking SETTS provider who supports the ENL teacher and students with Native language support and parental contact. The ENL teacher also uses native language in ENL whenever possible. This can be through translation.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support and resources correspond to ELL's ages and grade levels by ensuring that their goals are consistent with their needs. Every year required services evaluate the efficiency and effectiveness of their support to ensure that the resources are appropriate for ELLs and ELL-SWDs. Throughout the year, related services also source for effective resources for students. In classes, there are graphic organizers created for ELL-SWDs, as needed. There are multitude of ways teachers use to teach learners including ELL-SWDs like visuals, groupwork, differiated instruction, tangible hands-on objects, etc.
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).
Newly enrolled ELLs meet the ELL provider, support staff, and parent coordinator prior to the start of the new year. They can tour the school building and the ELL provider provides the new ELLs a brief orientation where they can address any questions or concerns. Every school year, MS 447 offers an overnight field trip to Camp Bernie, which allows students to bond with each other through team building exercises. MS 447 also offers Exploration, which provides students to engage in hands on topics in science. The students are split into groups and they use skills acquired from classes for investigating scientific theories and applying them into real world skills. Exploration also allows students to go on field trips and learn about the environment around them.
19. What language electives are offered to ELLs?
All students are offered Spanish as a language elective.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development plan for all ELL personnel at the school are as follows: the ELL provider works after school with the ELL teachers to guide how to service the ELLs. On top of that all teachers receive training on Election Day about Diversity and teaching to students of other backgrounds. The ELL provider also goes to District Professional Development events and turn-keys the information to the staff during Monday PDs.
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?
The ENL Teacher has been to study groups on how to support and teach ELLs in the classroom as they engage in the Common Core Learning Standards. In the past, the PDs involved all ELL teachers in the Network, who were the only ELL providers at their school. They focused on creating lessons aligned to the CCLS, as well as, observation each other to learn better teaching practices. This year the Making Content Comprehensible for ELLs study group will begin on November 6th 2015.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teachers of 8th grade advisory are trained on the high school process in NYC, thereby helping students and parent of ELLs with the process. Our 8th grade guidance counselor sets up one-on-one meetings with the parents in their preferred language. The parent coordinator goes to Professional Development that trains her to work with parents of ELLs. She learns about preferred language, translation assistance, and working with parents of ELLs and the importance of welcoming them into our community, as well as, focusing on their questions and concerns regarding the high school process and entering middle school. The sixth grade staff works closely with the ELL provider to ensure that the ELLs are transitioning well and they learn signs of ELLs needing extra support. The guidance counselor goes to Professional Development where she learns about ELL development and obstacles that ELLs may encounter. The 6th grade guidance counselor also familiarizes herself with the potential ELLs that are interested in our school. The staff has access to all the information about the Translation and Interpretation Unit and the ELL provider assists the staff with any other questions.
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.

MS 447 will provide professional development to all teachers and administrators that will address the needs of ELLs. This will be 15% of all required professional development hours for teachers. This will be completed during Monday PD hours beginning Monday, November, 9th, once a month. The PDs will focus on language acquisition, co-teaching, and integrating language and content instruction in all areas. The ELL provider will focus 50% of her professional development hours targeted to supporting ELLs in alignment with core content area instruction by joining an ELL study group provided by DELLs. The teachers will look at formative assessment practices (aka an inquiry cycle), which includes analyzing student work into success criteria for students so that teachers can assess themselves more accurately. The ELL provider participates in this work to become more familiar with the Common Core Learning Standards and how they're taught to provide language support.

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?

On top of the mandated parent orientation meetings and the DOE-scheduled parent-teacher conferences, the ELL department hosts an annual Multicultural festival near the end of the school year. The parents are invited and they bring in food from their culture to share with other families. The ELL Provider checks the parent preferred language form to see if translation is needed. If so, the Translation and Interpretation Unit is contacted. The students come to celebrate their hard work.

2) Records are kept for annual individual meetings with ELL parents and outreach on a spreadsheet. The spreadsheet has all necessary data, such as contact info, preferred language, selection of program, etc. The spreadsheet is in the ENL binder, as well as updated on googledocs. On Google docs, the parent coordinator and administrators have access to the spreadsheet. The ENL provider during parent orientation, asks parents their preferred method of communication and language, which is recorded on the spreadsheet. Once that is recorded any effort to reach parents will be through that method. If translation is needed than the Translation and Interpretation Unit is contacted.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The ELL parents are encouraged to join the PTA. Our Parent Coordinator speaks Spanish and works to involve the ELL parents as much as possible. In previous years, ELL parents were active in the PTA. They help to organize the Annual School Auction and many other parent teacher events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently the school works with the Brooklyn Public Library to provide English Language workshops to parents.
5. How do you evaluate the needs of the parents?
MS 447 evaluates the needs of the parents by working with the parent coordinator and the ENL Provider to assess the needs of parents who might not speak English. The parent coordinator uses forms such as the Emergency blue cards, ATS surveys, Parent surveys to compile a spreadsheet that details parent needs. If translation or interpretation is needed, it is noted on this spreadsheet. This information is disseminated to all staff for the school year.
6. How do your parental involvement activities address the needs of the parents?
The parent involvement activities address the needs of the parents by focusing activities where parents can get to know other parents in the neighborhood. MS 447, has Articulation when the school has it's open house. For Articulation, the school has parent volunteers, interpreters, and student volunteers that speak other languages to lead tours. This starts even before students apply to MS 447. Throughout, each of the admission process, the Parent Coordinator, ENL Provider, and the Guidance Counselor assists in acclimating the parents to the NYC school system. This is done for both the 6th grade admission process and the 8th grade admission process. The Parent Coordinator sends out a yearly survey which asks the parents how the school is doing on a multitude of levels including communication. The Parent Coordinator also will schedule a focus group of parents, inclusive of cultures and languages represented at MS 447 to get feedback.

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: Math and Science

School DBN: 15K447

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)
Arin Rusch	Principal		10/30/15
Chrissy Vissa	Assistant Principal		10/30/15
Amy Sirof	Parent Coordinator		10/30/15
Nina Fan	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Nina Antonello	Other _____		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **K15447** School Name: **M**
Superintendent: **Anita Skop**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

Once the school receives all the information from HLIS, ATS reports, Student Emergency Contact cards, and any other parent survey, the LAC uses this data to determine the languages that parents need for communication. The information is placed onto a list of students who need translated forms. That list is given to the school aides responsible for sending out forms. We have an Excel document in Google Drive with the languages parents speak, organized by class and grade. We update that regularly. We use the ATS report, the Blue cards and parent surveys to collect the data.

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

The majority of parents' preferred language for both written and oral communication is English. The other languages are Spanish, Chinese, Bengali, Slovak, Danish, Dutch, Japanese, Polish, and German.

Part B: Creating a Communications Calendar

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

The documents typically disseminated and need translation are any "backpack" forms, which are forms that are sent home to all students from the Chancellor such as, but not limited to lunch forms, emergency cards, after-school programs, agendas, trip forms etc. We are having interpreters on 10/29 and 11/14 for our Open Houses, and have disseminated translated documents for SLT elections and requested translation for Parent/Teacher conference documents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings the school will typically have with parents throughout the school year are parent-teacher conferences, curriculum nights, IEP meetings, meetings with the principal, guidance counselors, and parental outreach done by all teachers.

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.

The school meets the identified translation needs for Spanish, Chinese, and Bengali by using the forms provided by the DOE. For all other languages, the LAC identifies any staff that can translate. If there is no one on staff to translate, then the Translation & Interpretation Unit is used 2-3 weeks prior to the forms that need to be translated. There is also a parent who is a translator and will also assist in translating documents, as needed. We keep a roster of bilingual staff.

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.

If there are parents that need interpreters, over-the-phone interpreters or on-site interpreters will be provided. First, the LAC will contact the parents to see exactly what level of interpretation is needed first,

if at all. Some parents prefer bringing relatives, others prefer an interpreter. Based on this the LAC determines who is needed.

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.)

During the beginning of the year staff meetings the information for the Language and Interpretation Unit is given out to all staff members. It is also made available in the main office and the guidance suites. The LAC also attends the in-person training provided. Teachers have received the "I speak..." card and have successfully utilized it.

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

The school posts the required posters right in front of the main office for the parents as required by the Department of Education. We note for school staff that all notification documents can be found at the Translation and Interpretation Unit's intranet site.

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)

We send out a yearly survey which asks the parents how the school is doing on a multitude of levels including translating and communication. It also asks if there is anything we can improve upon. The LAC plans to schedule a focus group of parents, inclusive of all cultures and languages represented in our school to gather feedback.