



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

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

**15K497**

**School Name:**

**SCHOOL FOR INTERNATIONAL STUDIES**

**Principal:**

**JILLIAN JUMAN**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The School for International Studies School Number (DBN): 15k497  
Grades Served: 6<sup>th</sup> -12<sup>th</sup>  
School Address: 284 Baltic Street Brooklyn N.Y. 11217  
Phone Number: (718)330-9390 Fax: ( 718) 875-7522  
School Contact Person: Nicole Lanzillo - AP Email Address: NLanzillo@schoools.nyc.gov  
Principal: Jillian Juman  
UFT Chapter Leader: Julia Burgoyne  
Parents' Association President: Imee Hernandez & Susan Moesker  
SLT Chairperson: Nicole Lanzillo  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Jay Hernandez  
\_\_\_\_\_

**District Information**

District: 15 Superintendent: Karen Watts  
1396 Broadway, Room 110  
Superintendent's Office Address: Brooklyn, NY 11221  
Superintendent's Email Address: Kwatts@schoools.nyc.gov  
Phone Number: (718)455 - 4635 Fax: (718) 455-4684

**Borough Field Support Center (BFSC)**

BFSC: BKLYN North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston St., Brooklyn , NY 11201  
Director's Email Address: BFitzge2@schoools.nyc.gov  
Phone Number: (347) 225-5119 Fax: \_\_\_\_\_

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jillian Juman	*Principal or Designee	
Julia Burgoyne	*UFT Chapter Leader or Designee	
Susan Moesker & Imee Hernandez	*PA/PTA President or Designated Co-President	
Loretta Bradley	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jay Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nahid Jahan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nicole Lanzilotto – AP	Member/ Chairperson	
Samantha Schmoeger – Teacher	Member/ Facilitator	
Laurie Quandt – Parent	Member/ Secretary	
Maurice Hernandez	Member/ Parent	
Bernard Quandt	Member/ Parent	
Nia Hagwood	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lenny Garcia	Member/ Parent	
Sharada Parks	Member/ Parent	
Mona Lesa Brackett	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and SCEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

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

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

### **NYSED's Six DTSDE Tenets**

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

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

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

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

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

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

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

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

International Studies is 6<sup>th</sup>-12<sup>th</sup>, International Baccalaureate Candidate School. Our mission is to support students as they take risks and develop innovative solutions that impact the world. We aim to foster critical and creative thinkers who appreciate different cultures and respect the values and rights of people everywhere. We do this through project based learning and rigorous tasks that challenge students and teachers to see the global importance and real world relevance to what they learn and teach. We emphasize a balanced liberal arts education developing our students academically, socially and emotionally to become successful 21<sup>st</sup> century citizens. Our course offerings emphasize a strong focus on student centered instruction and collaborative inquiry.

Teachers work collaboratively to develop units of study that engage students to think deeply about the content and utilize inter-disciplinary learning to deepen student ideas and connections across content areas. We value diversity of language, race, ethnicity, religion and multiple perspectives and encourage our students to ask questions that promote meaningful discussion.

We have implemented a 6<sup>th</sup> and 7<sup>th</sup> grade French Dual Language Program in partnership with the DOE and the French embassy. We believe that language is a tool to understand the world and people's experiences, therefore aim to embed French as a stepping stone into the world of Dual Language possibilities. International Studies currently offers Mandarin and Spanish Languages as well.

We have made great progress in the areas of Rigorous Instruction and creating a Supportive Learning Environment. Through the use of strong unit and lesson planning practices, teachers collaborate to improve their practices by using student data to increase learning and create individualized learning experiences to ensure a productive struggle for all learners.

Our school celebrates the accomplishments of students and faculty members and creates opportunities for everyone to reflect and plan on ways to improve. We are a community of inquirers, problem solvers and reflectors. We know that the inquiry cycle depends on risk taking, coming up with solutions and making modifications along the way. We are unafraid to fail and believe that when we work together, with our students at the center of our work, we can achieve anything.

We have partnered with various organizations to create in school and after school programs. We also have a CTE/ Culinary Arts program, to bridge the concept of school to work and to prepare our students to 21<sup>st</sup> century careers in food service and business management. We believe in providing a balanced education for our students – we have a healthy menu of after school activities and encourage our students to learn chess, violin, Robotics and enjoy their youth, playing soccer, basketball and other activities.

## 15K497 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	468	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	5	# SETSS	N/A	# Integrated Collaborative Teaching
				9
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
# Foreign Language	17	# Dance	4	# CTE
				5
School Composition (2013-14)				
% Title I Population	68.8%	% Attendance Rate		85.4%
% Free Lunch	74.7%	% Reduced Lunch		4.4%
% Limited English Proficient	12.3%	% Students with Disabilities		15.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		45.1%
% Hispanic or Latino	37.2%	% Asian or Native Hawaiian/Pacific Islander		4.2%
% White	12.1%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.12	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		5.11
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4		5.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		16.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	70.5%	Mathematics Performance at levels 3 & 4		52.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	72.9%	% of 2nd year students who earned 10+ credits		73.6%
% of 3rd year students who earned 10+ credits	69.0%	4 Year Graduation Rate		65.9%
6 Year Graduation Rate	79.1%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	NO			
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	NO			
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	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	HE
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	HE
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
According to our last Quality Review (May 12, 2015), we received a Well-Developed on 1.1 – which is our area of celebration. We can always grow and improve and want to deepen student centered learning so that all students are deeply engaged in every class and challenged by their peers. We aim to make the intellectual activity in all classrooms more visible and to utilize formative and summative assessments as a tool for planning across all classrooms.		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, all content area courses will have revised and deepened their units of study, by aligning the tasks and skill development to the Common Core Learning Standards and the International Baccalaureate Framework, based on student needs to differentiate instructional experiences resulting in a 20% increase in student progress in Middle School and High School.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>Department Teams</b> – utilize the lesson study protocol, organize inter0visitations and use student work as an anchor to revise lessons and increase learning to differentiate instruction.</p>	<p>All Students</p>	<p>Sept 2015- June2016</p>	<p>Department Team Facilitators</p>
<p><b>Teacher Inquiry Groups</b> – Differentiated Learning for teachers –For example: lesson planning, using data</p>	<p>Teacher/Para groups devised based on Advance/Observation data</p>	<p>Sept 2015- June2016</p>	<p>Teacher Leaders</p>

to inform instruction, and developing questioning and discussion practices in the classroom.			
<b>IB Coordinator</b> – works with departments and leads PD’s to improve and align units, summative tasks and rubrics to ensure rigor, alignment to IB and intellectually engaging, student centered learning experiences.	Teachers	Sept 2015- June 2016	Emily Brandt
<b>Model Teachers</b> – support teachers to develop questioning and discussion techniques through Professional Development, lunch and learns and organized inter-visitations so teachers can provide one another with feedback using the Danielson Rubric.	Teachers	Sept 2015- June 2016	3 model teachers anticipated/encourage to apply per year

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session											
Per diem											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will participate in inter-visitation rounds lead by department facilitators to provide each other with evidence based feedback using the Danielson rubric to grow as pedagogues and develop critical friends relationships.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	HE
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	HE
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Systems of support and structures, along with personnel are available and revised to improve each year. We are planning on implementing an advisory program that is being developed by students, teachers and parents. This allotted time would allow us to deepen our work with students so that every child in our building has an advocate and contact home can be streamlined.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, the implementation of teacher inquiry grade teams to focus on the lowest third in every grade, by developing individual academic and socio-emotional goals and action plans, using a kid talk protocol, will result in a more inclusive school community and will increase the school’s lowest third performance earning 10+ credits in their 1 st year by 5%.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p><b>Grade Team Meetings –</b> Grade Teams use the kid talk protocol to plan individual goals with students grounded in academic and social emotional data. Grade Teams also plan trips and celebrations to promote a positive school culture.</p>	<p>Individual Students</p>	<p>Sept 2015- June 2016</p>	<p>Grade Team Facilitators</p>
<p><b>3 Guidance Counselors -</b> Mandated IEP counseling as well as college and career counseling to support</p>	<p>Mandated and Needs Based</p>	<p>Sept 2015- June 2016</p>	<p>Guidance</p>

students with transition and individualize goal setting.			
<b>Long Island College Hospital On Campus Social Worker</b> - works with students at risk and identified by grade teams and counselor as needing additional support	Needs Based	Sept 2015- June 2016	Ana Cohen
<b>Teen Talk Counselor</b> - works with students at risk and identified by grade teams and counselor as needing additional support	Needs Based	Sept 2015- June 2016	Counselor

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Managebac Software											
Per Session for Cultural, academic and sports programs											
<b>Part 4b.</b> 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	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Parents will be included in the process of developing an action plan for individual students so that the partnership between the school and home is strengthened. Events that include celebrations and awards ceremonies will include parents as well to support the social/emotional and academic progress and accomplishments of students.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	HE
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	HE
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	HE
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	HE
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
Our goals is to have an fully established collaborative environment where teachers hold leadership positons, make important decisions, provide one another with feedback, develop critical friends relationships and revise their curriculum to meet the needs of students and develop strong IB and common core aligned practices. This will happen through an inquiry cycle where teams and individual teachers own the data (testing, student work, etc.) and use it to inform their planning.		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, all teachers collaborate to develop unit and lesson plans that utilize student data to inform instruction and increase student engagement, student centered instruction and project based learning in all classes by 10% as measured by Advance ratings, Danielson feedback and developed lesson plans.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>Department Meetings</b> - utilize the lesson study protocol/inquiry cycle, organize inter-visitations and use student work and testing data as an anchor to revise lessons and increase learning to differentiate instruction.</p>	<p>All Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Dept. Facilitators</p>
<p><b>Model Teachers</b> -Teachers engage in monthly Professional Learning to develop strategies on differentiation, integration of ELL and SPED instruction, and discussion techniques. All teachers will provide differentiated instruction</p>	<p>All Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Model Teachers</p>

and flexible groups daily based on student data.			
<b>CFN Lab-site School</b> – Two teachers lead the lab site visit hosting 12-15 teachers monthly from schools within the network to learn best practices and provide feedback to teachers.	Las Site coordinators and participating teachers	Sept 2015- June2016	Lab site coordinators
<b>Learning Partners School</b> – SIS partnered with other learning partner schools this year to develop and participate in the inquiry cycle as we learn from schools within our network from an instructional and organizational lens.	Participating schools and teachers	Sept 2015- June2016	Learning Partners Program and partner schools

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per diem											
Per Session											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Feedback will be assessed and instruction observed to analyze the impact of collaboration and inter-visitations where teachers own the data and hold one another accountable to best practices within the learning environment.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	HE
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
The leadership team will continue to provide feedback to support teacher growth and pedagogy. School Leadership will meet with whole staff, depts. and grade teams to ensure alignment of the school vision.		

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, the leadership team, teachers and other stakeholders will participate in building the school's vision that reflects the MYP Middle School Years Program of the IB philosophy. The leadership team will provide a minimum of 8 rounds of formative feedback and professional development to teachers on implementing the Middle Years Programme and specifically related to developing strong Danielson practices of planning and differentiation (1e), questioning and discussion techniques (3b), student engagement (3c), and using assessments to inform instruction (3d), resulting in a 20% rise in student reading, writing and speaking for Middle School and High School students.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>IB coordinator</b> collects, reviews and provides feedback on implementing the MYP curriculum including the planning of units, embedding the IB Learner profile into classroom culture, and teaching conceptual units with real world application.</p>	<p>All teachers</p>	<p>Sept 2015- June 2016</p>	<p>IB Coordinator</p>
<p><b>Principal and Assistant Principals</b> perform instructional walkthroughs weekly utilizing Advance and IB values to provide teachers with ongoing feedback on instruction. Administrative meetings are</p>	<p>Admin</p>	<p>Sept 2015- June 2016</p>	<p>Admin</p>

held weekly to collaborate on instructional support for staff and to norm as we analyze our data.			
New teachers are provided with a trained mentor by <b>The New Teacher Center</b> who gives weekly feedback on lessons utilizing the Danielson Framework, models lesson plans and participates in inter-visitations.	New Teachers	Sept 2015- June 2016	Teacher Mentors
<b>Department Leaders</b> meet with their teams weekly to develop MYP curricular units and lesson plans with a focus on Danielson 1e, 3b and 3d as supported by our IB vision and instructional foci.	All Teachers	Sept 2015- June 2016	Dept. Leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Mentoring											
Per diem											
Per Session											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Mosaic/strategic programming for middle school classes
Programing reflects the utilization of partnerships during the day (violin, robotics and chess)
Before and after school programs
Bi-monthly meetings with Dept. and Grade Team Facilitators as well as monthly cabinet meeting with all teacher leaders

Budget allows for PD days, mentor training, revision of systems in collaboration with teacher leadership

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	HE
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	HE
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Families are welcomed into our school community through the efforts of our parent coordinator, teachers, school leadership and support staff. Multiple annual events, like our Global Action Project Week and the PTA family day, creates a positive partnership between home and school, where students can see their community as one, united toward a common vision; their academic and social/emotional success. International Studies is a community school and our mission is for parents to feel a sense of belonging and ownership over the school.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, an increase in parent involvement and outreach will result in a more collaborative school community, higher attendance at school events and will increase the percentage of student academic progress and communication between teachers and families by 20% due to the implementation of class websites, digital newsletters, PTA sponsored events and weekly parental contact.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p><b>Grade Teams</b> schedule events to incorporate parents and families as chaperones, judges, and audience members to build a bridge between learning at home and in school. Grade Teams also include parents in action plans developed based on kid talks.</p>	<p>Families</p>	<p>Sept 2015- June 2016</p>	<p>Grade Teams</p>
<p><b>Communication</b> to parents including the Parent Communication Bulletin Board, a virtual weekly and monthly Parent Newsletter</p>	<p>Families</p>	<p>Sept 2015- June 2016</p>	<p>Teachers and Parent Coordinator</p>

and a variety of monthly workshops. A new website is being developed for fall 2015 and grade teams communicate weekly to parents to share concerns and accomplishments of students.			
<b>College support team</b> (in school Advisor/Director and an NYU intern) helps senior students and parents working towards graduation requirements and on college selection and materials including online applications and FAFSA forms	11 <sup>th</sup> & 12 <sup>th</sup> graders	Sept 2015- June 2016	College and Senior Team
<b>PTA sponsored and annual school wide events</b> support the mission of the school and build community with all stakeholders involved.	All Stakeholders	Sept 2015- June 2016	PTA and whole Staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
College Advisor											
Communication systems – Mailchimp, Amimoto videos											
Parent Coordinator – Collaboration with PTA & SLT											
Director of Recruitment and partnerships											
Grade Team Leader Position											
Web Site Designer – Lead Teacher											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
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Discussions during cabinet, grade team and department facilitator meetings to assess the needs of our students and participation of parents. Monitoring of newsletter and communication with parents monthly and weekly to assess impact. Collaboration with PTA and SLT to assess needs and adjust systems along the way.

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	MOSL results;  Regents ELA comprehensive results, Formative and Summative Tasks in the various English classes – Benchmark and Baseline data analysis- running records for Reading Intervention	Saturday Scholars;  After school tutoring	Small group tutoring	Before and after school
<b>Mathematics</b>	MOSL results;  Regents ELA comprehensive results, Formative and Summative Tasks in the various English classes	Saturday Scholars;  After school tutoring	Small group tutoring	Before and after school
<b>Science</b>	Regents Living Environment, Earth Science, and Chemistry results  Formative and Summative Tasks in the various science classes	Saturday Scholars;  After school tutoring	Small group tutoring	Before and after school
<b>Social Studies</b>	Regents US History and Global results;  Formative and Summative Tasks in various Social Studies classes	Saturday Scholars;  After school tutoring	Small group tutoring	Before and after school
<b>At-risk services (e.g. provided by the Guidance Counselor,</b>	Teacher referrals; attendance; lateness; social/emotional needs, Dean	Probation sheet;  Counseling, case conferencing	One on one counseling; group therapy	During school time

<i>School Psychologist, Social Worker, etc.)</i>	referrals, SIT Team action plans			
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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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
All teachers are hired after being interviewed by a committee comprised of teachers and at least one administrator and demoing a lesson in front of students.
Teachers are developed based on individualized needs based on Advance and their individual goals.
Teachers participate in staff bounding monthly events including an OutwardBound community building retreat.
Teachers are hired to fill vacancies in subject areas but are also encouraged to teach electives- College Board AP courses and also art, design, performance, and technology electives.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
PD Think Tank committee and teacher surveys inform Professional Development
IB training in curricular units and lesson plans
Project Based Learning Pd's
Depth of Knowledge question strategies
MOSL Data Analysis
Data Driven Instruction- Advance
Paraprofessional PD- Literacy strategies
Backwards planning PD- alignment of formative and summative tasks
IB school visits
Inter-visitations

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

**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.
Assessment choices are made through a distributive leadership model. Teachers participate in various teams- Grade level, Department, and Inquiry study groups. Teachers discuss their students’ needs in meetings and then bring those needs to the table while in cabinet meetings with administration.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
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	325,118.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,032,605.00	X	

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

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**Parent Involvement Policy**

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. **International Studies** 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. **International Studies** will support parents and families of Title I students by:

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>School for Int'l Studies</u>	DBN: <u>15K497</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ This year, the School for International Studies will be offering a two-prong supplemental program on Saturdays to assist high school and middle school ELLs with their skills of English literacy. In the high school, students will be improving their reading, speaking and listening skills by means of work with the “No Fear Shakespeare” publication of “The Tempest.”. In addition to providing general literacy enrichment, the element of performance will also allow students to build stamina and showcase their work. The program will help to increase their comfort in speaking in groups. The effect of this will be that they are more vocal around their general education peers, in their other classes. Moreover, the program will help to push students who are struggling to meet Common Core Literacy Standards for reading literature, as well as the New York State ESL Performance Indicators, for Standard 2 (reading for enjoyment and expression). The program will serve up to 20 intermediate and advanced ELLs from grades 9-12.

In the middle school, we will be focusing more on the reading and writing components. In 6-8th grades students are struggling most with their reading and writing. As such we would like to focus on those relevant Common Core and NYS ESL standards. To this end, we will be offering a course of enrichment study in the spring that will allow students supplemental practice in these areas. To accomplish this end, we will be using a series from National Geographic publishers that has adapted classics of British and American literature adapted to graphic novels. This will provide students with authentic text opportunities, as well as a broad range of choice for group and independent reading. The genres of media presented will allow students multiple entry points. They will have access to the ideas and language contained in each text through kinesthetic and oral production, as in a performance, as well as graphic and written access through the graphic novels.

One ESL-certified teacher, in conjunction with an ELA co-teacher will teach both groups. The high school group will meet for 9 Saturdays from 9am to 1pm in the Winter months. (Schedule below). The middle school group will meet for 9 Saturdays from 9am to 1pm in the Spring. (Schedule below). The language of instruction as well as of the provided materials will be English.

DATES: High School -

December 6th, 13th, and 20th

January 3rd, 10th, 17th, 24th

February 7th, 14th

Middle School -

March 7th, 14th, 21st, and 28th

April 11th, 18th, and 25th

May 2nd, 9th

## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: Some faculty from The School for International Studies are going to form a professional study group, the theme of which is teaching ELLs in the content areas. Many of our students succeed in their self-contained ESL milieu, but struggle in the content areas. To this end, a team of 1 administrator in charge of ESL, 2 ESL teachers, and 1 ELA teacher will read together the book Teaching English Language Learners: Across the Content Areas by Debbie Zacarain. This reading will help ESL teachers to develop scaffolds for their push-in and ICT work with students in the content areas by:

1. Determine their ELLs' stages of English language acquisition.  
2. Modify assignments and assessments in different content areas for ELLs at different stages of language development.

3. Ensure that all ELLs participate fully in lesson activities alongside their English-fluent peers.

4. Communicate effectively with parents and guardians of students from diverse cultures

It will help the administrator as a supervisor and professional developer of both ESL and content teachers as he ensures that all students are having their needs met. And it will help the ELA teacher as she develops curricula so that it will be useful to her general education and ELL students. All members of this study group will turn key their conclusions and findings in department and grade-team meetings. The book club will meet once per month in January, February and March. At each of these meetings, we will discuss the themes and questions raised in our reading (chapter 1-3, 4-6, 7-9, respectively). As we are able, we will make connections to our own practice, adapt and implement strategies laid out in the book, and report back the findings of those experiments.

- Our first after school meeting is on January 7th, from 3-4 pm and will focus on small-group instruction and how to plan for it.

- Our second after school meeting is on February 11th from 3-4 and will focus on the relationship between vocabulary instruction and reading and writing tasks.

- Our third after school meeting is on March 11th from 3-4 and will focus on ELL assessment in the content areas.

### Part D: Parental Engagement Activities

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

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

Begin description here: Our school will be working with the Arab-American Family Support Center of Cobble Hill (<http://www.aafscny.org/>) to provide a series of bilingual (Arabic and English) workshops for the parents of our ESL students. Many of our students attend after-school programs held by this organization. The AAFSC offers Arabic (our ELL students' home language) and ESL tutoring, as well as a variety of other programs through their own partnerships. The School for International Studies in conjunction with the AAFSC hopes to provide as many opportunities as possible for our students to excel and keep their parents informed about community and academic services and support available to them at the AAFSC and at the School for International Studies. We plan to do this by means of three, two-hour informational meetings held after the end of the school day. The meetings will be conducted by one ESL teacher from the school, one administrator from the school, one bilingual paraprofessional, and the director of the AAFSC and her support staff.

- The subjects of the meetings will include:

## Part D: Parental Engagement Activities

-  
MEETING 1: December 17th, 2014 5pm - 7pm

1. A description of the Title III after-school program being held by our high school ESL teacher.
2. An overview of the Mission of our school and the ESL services that we offer.
3. Introduction from the AAFSC, and overview of the services that they offer, mentioning their Kaplan and other College-preparation services.
4. Discussion with parents lead by both AAFSC and school faculty about the importance of home-language literacy.

The point of this meeting is for parents to understand the full breadth of the ESL program and its related services available at our school. Also to ensure that they have a chance to meet the ESL team, so that they can feel comfortable engaging with these people in the future. Additionally it will build awareness for parents about the community resource of the AAFSC. The main discussion, will focus on home-language literacy. After introducing how we are teaching English, parents often ask us how they can help. We will use this time to inform them about the importance of home-language literacy in 2nd-language acquisition, and that by working with their students at home with Arabic literacy will help to build and maintain bilingualism in their students.

-  
MEETING 2: Tuesday, March 31st, 2015 5pm - 7pm

1. A joint overview of the college-application process.
2. Presentations from the school and AAFSC on the importance of following these guidelines and how we can help.

-AAFSC, "Sophomore skills" & FAFSA workshop

-School, College advising office

The point of this meeting is to familiarize parents who may not be familiar with the process as well as the demands of the American college-application process. The meeting will be good for parents of high school students who are actively working through the process, and for parents of middle-school students to start thinking about.

-  
MEETING 3: Wednesday, June 5th, 2015 5pm - 7pm

1. A joint presentation on the progress of our collaboration
2. AAFSC may want to present on their new initiatives (violence prevention, dance program, henna workshops...) as they are able at that time.
3. Next steps, plans and/or suggestions for next year...

The point of this meeting is to keep parents informed of changes that have come to the school and the AAFSC over the course of the year, as well as any expected changes for the 2015-2016 school year. The school will review the testing process and tell parents what they can expect from their students' standardized tests, because parents likely do not understand these tests or what they measure. The AAFSC's contribution regarding their new initiatives are culturally relevant to the Arab community and offer students and parents local opportunities to engage in their culture and their home language.

## Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>497</b>
School Name <b>The School for International Studies</b>		

### 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 <b>Jillian Juman</b>	Assistant Principal <b>Nicole Lanzillotto</b>
Coach <b>Matthew Brownstein</b>	Coach <b>Samantha Shmoeger</b>
ENL (English as a New Language)/Bilingual Teacher <b>Vincent Hyland</b>	School Counselor <b>Marie Cadot</b>
Teacher/Subject Area <b>Nathan Einschlag</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Melinda Montesi</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>Dr. Dan</b>

### 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	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): <b>French</b>
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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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							13	11	8	12	22	24	10	0
Chinese												1		0
Russian							1						2	0
Bengali										1			2	0
Urdu												11	1	0
Arabic							8	5	4	9	11	5	9	0
Haitian							13	1	1		1	1		0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)							4		1	2	1			0
<b>Emerging</b> (Low Intermediate)										3	2	2		0
<b>Transitioning</b> (High Intermediate)											1	1	2	0
<b>Expanding</b> (Advanced)							10	2	1	2	4	2		0
<b>Commanding</b> (Proficient)														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														0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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	17		6	
Integrated Algebra/CC Algebra	15		7	
Geometry/CC Algebra	11		3	
Algebra 2/Trigonometry	16		3	
Math _____				
Chemistry				
Earth Science				
Living Environment	20		5	
Physics	10		1	

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	16		6	
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
The school uses a combination of TCRWP, teacher-created assessments, and the Qualitative Reading Inventory, as well as state assessment data available for each student to evaluate students' needs and to plan for how best to serve them. These data show a students' reading level at the time of assessment, and can then be used to track growth within the current school year. These assessments also allow teachers to itemize different subskills of reading and writing to target their instruction in ways that will maximize benefit for ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The data have shown that, consistent with prevailing theories of second language acquisition, many of our ELLs without IEPs progress quickly along the language continuum; however they become stuck in the intermediate levels and advanced, requiring greater push to achieve a score of "Commanding" on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
This year will be our first year using the AMAO tool. However, we are looking forward to analyzing the data it reveals, and adjusting our ENL program as necessary.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - Some students who take tests in their native languages score better on their exams than students who take the exams in English.
    - The School is still working to figure out the best way to implement these results. We have decided to use the NYSESLAT as our benchmark exam which helps us place students in proper classes and helps inform instruction.
    - Home language is used as a scaffold, when possible to monitor.

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?  
By embracing an ICT model for almost all ENL instruction, whenever possible, we ensure that ELLs and former ELLs are having their second language development needs met. By having a ESOL-certified teacher in as many content-area classes as possible, we are able to ensure that units and lessons are differentiated for all learners and that they include necessary language scaffolds for students who are still developing their conversational as well as academic language skills.
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?
    - a) Students who are proficient in English are assessed the same as native language speakers in ELA.
- b) Fluency
- c) Students are performing below the passing rate on State tests and other assessments.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Our programs are evaluated based on the results of state assessments. If we are able to demonstrate that students are performing well, or at least better than they did previously, against these formal criteria, then we can deduce that our program is effective. If they are not growing in their English-language skills, then we can say our program model should be revisited.

## 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 enrollment, all new students to the NYC DoE are given the Home Language Identification Survey. Based on the results of this survey, an ESOL-certified pedagogue interviews the student and his/her parents and evaluates whether or not the NYSITELL should be administered. If a determination is reached that the test should be administered, then it is. Based on the results of the NYSITELL, a student is determined an ELL or EP. In the event that the student is determined to be an ELL, then an entitlement letter is sent home in the home language as well as English, and his/her parents are invited to the school for an informational meeting, to complete the preferred language of communication form, and to view the DoE video about program selection. Based on the results of this meeting, the student's information is once again updated on ATS. Finally, the student is officially programmed to suit his/her needs, the desires of the parents, and the school facilities. After which point, a placement letter is sent home, in the home language and in English, informing parents about their student's placement within our program.
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).  
Students are identified as SIFE upon their enrollment in the school through the SIFE questionnaire and student work.
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).  
Students are tested accordingly and then placed in the proper classes to be serviced.
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.  
These letters are sent home as soon as possible after the administration of the exam by a designated ENL teacher. The forms are completed in the home language and English, using the templates on the DoE website and mailed to the student's most current address according to ATS.
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).

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.  
 During the initial parent meeting, parents are shown the DoE video, and necessary translation services are used as necessary, using either a proficient speaker of that language from within the school, or using the DoE's translation services.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
 ELL meetins are held for parents of new and existing students to inform them of their choices.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
 ELL Team records data and parent coordinator contacts families.
9. Describe how your school ensures that placement parent notification letters are distributed.  
 These letters are sent home as soon as possible after the initial parent meeting, by a designated ENL teacher. The forms are completed in the home language and English, using the templates on the DoE website and mailed to the student's most current address according to ATS.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
 These documents are held by a designated ENL teacher for new admits, as well as in students' cumulative folders. Such records for students admitted to the school who are not new to the DoE at admission are kept only in the cumulative records. However, all ENL-related correspondence is maintained by the designated ENL teacher, for all ELLs.
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.  
 Based on data provided by ATS, the NYSESLAT is administered to all entitled students. Students and their families are informed well in advance, in English and their home language that the exam is approaching, to ensure they are in attendance. Additionally, the exam is discussed and prepared for in advance of its administration, to ensure that all students are aware of it and unlikely to miss it.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
 These letters are sent home as soon as possible after the beginning of the school year, using the most current ATS data. They are completed by a designated ENL teacher. The forms are completed in the home language and English, using the templates on the DoE website and mailed to the student's most current address according to ATS.
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).

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

The goal of our school language program is to enable our ELL students to develop the linguistic, cognitive, and affective skills they need to function in the school and community at large. Additionally, our goal ultimate goal is to provide our students with the tools they need to be successful in college, career and as an active citizen. At our school the ENL program provided consist of ICT classes on all grade levels and in varying subject areas. We currently have two freestanding classes/groups for middle school grades 6-8 students and one freestanding high school class/group. Each class/group meets four times a week as regular 45 minutes class period (180 minutes total) with a fully certified ESL teacher. Data from the NYSESLAT and NYSITELL were used to determine placement of students.
  - b. TBE program. *If applicable.*
  - c. DL program. *If applicable.*

This is our first year offering Dual Language in French. Currently, our grades 6-8 are taking Social Studies in French and receive additional French language instruction in our afterschool program.
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)?

Student transcripts and test performance data is used to designed each ESL student's program. The ESL teachers and school programmer have developed a system to audit ESL students programs to enure that students are receiving the instructional minutes according to their proficiency levels. There are two freestanding middle school classes that serves grades 6-8 and one high school freestanding class (180 minutes). There are two ICT 6th grade science classes (each 180 minutes), one ICT 7th grade science (90 minutes) and ELA class (90 minutes), one ICT 8th grade ELA class (180 minutes), one ICT 9th grade Government class (180 minutes), one ICT 9th grade science (45 minutes), one ICT 10th grade ELA class (90 minutes), one ICT 10th grade United States History class (135 minutes), one ICT 11th grade ELA (45 minutes), one ICT 11th grade Global Studies (90 minutes) and one ICT 12th grade ELA (45 minutes). All ELL students receive the daily requirment of ESL instruction as determined by the LAB R and the NYSESLAT and NYSITELL by fully certified ESL teachers. Other data from students test performance scores (i.e. Regents) and transcripts are used to developed students individualized student programs.
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.

Core content is delivered in a more-or-less English-only environment. ENL and content teachers do not necessarily have the necessary second language skills, themselves. Therefore, we have implemented co-teaching of content courses wherever possible to ensure that necessary and effective scaffolds are in place to meet the needs of students who are below proficient in English. During instruction, we use these scaffolds to ensure students are working toward acheivement of the Common Core Learning Standards, through work with varying levels of text and adjusted requirements based on their levels of proficiency.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

This year we will ensure that ELLS are appropiately evaluted in their native languages throughout the year by giving them Benchmark Assessments, we will also take into consideration the students participation in class to quickly identify if their abilities are of high proficiency and we will move them to more advanced levels like a AP Spanish Language class.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The International Baccalaureate has such safety nets built into it. In subscribing to this program, we are required to assess each of these modalities multiple times per year, in order to obtain and maintain our certification.
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

Classes are differentiated for the varying groups of ELLs.

Chart 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.

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?  
 Teachers us our IB program framework and differentiation tools and resources, like newsela.com and TC reading materials to support individual student needs.
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?  
 Most of our ELL-SWD are served in an ICT setting. Our goal is to have all ELL-SWD mainstreamed in the least restrictive environment (ICT setting) within one year. All students participate in Art, Advisory, Dance and Physical Education with their peers.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

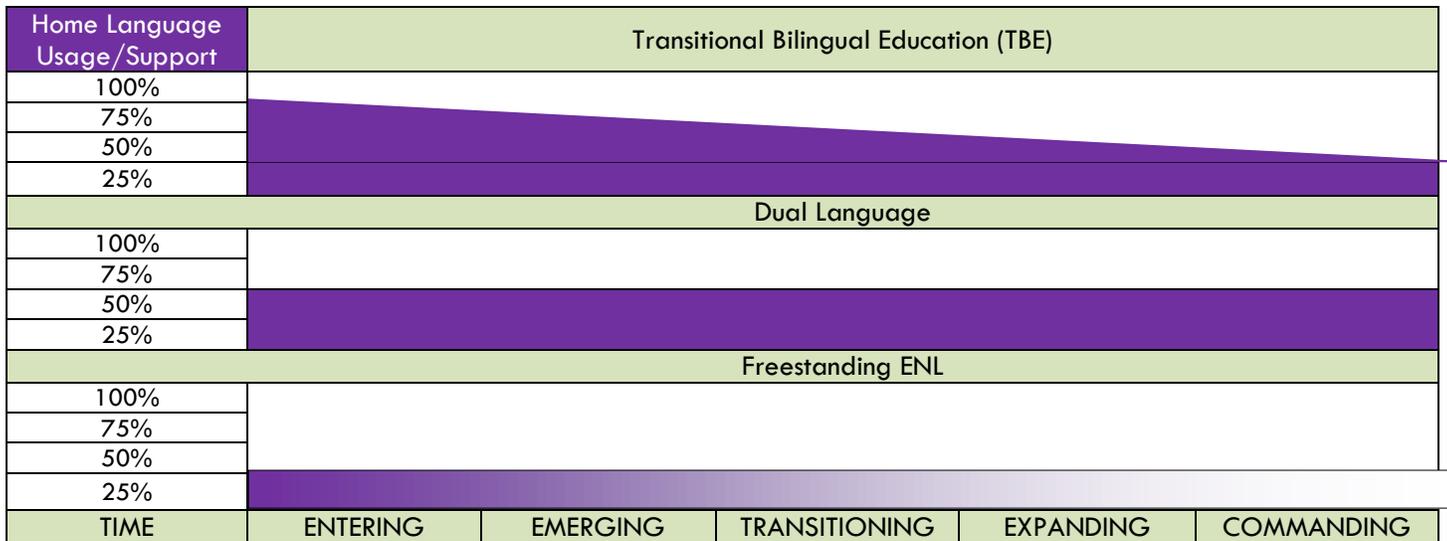


\*Note: “other approved services” does not apply to New York City at this time.

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.  
**The targeted intervention programs for ELLs in ELA, Math and other content areas are small group afterschool intervention instruction in all subject areas, Saturday Academy, and Credit recovery online programs.**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**We currently use the ICT teaching model in a varied of subject areas (ELA, Science, and Social Studies) to meet the needs of our ELL population. The effectiveness of our current English and ESL program is meeting the needs of our ELLS in multiple ways. Our curriculum developed through the International Baccalaureate framework for English and ESL classes in the middle school is very rigorous, but all teachers scaffold their lessons for our ELLS. An emphasis is placed on vocabulary development first. Then, the complex texts are chunked into smaller pieces so that students are not overwhelmed with long readings.**
12. What new programs or improvements will be considered for the upcoming school year?  
**Providing more professional development opportunities to teachers and staff on ENL program and Dual Language Program**
13. What programs/services for ELLs will be discontinued and why?  
**Self-contained and pull out models will be discontinued because it hindered students language and overall academic and social development.**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Our student body is all ELL students and all program are opened to all students. After school tutoring and Saturday school help is open to everyone. The Advance Placement and International Baccalaureate courses are offered to all students.**
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.  
**Paste response to question here:**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Paste response to question here:**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
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).  
**Meeting with ESL Team and parent coordinator to prepare for the academic year.**
19. What language electives are offered to ELLs?  
**Language Acquisition and Foreign Language (Spanish, French and Mandarin)**
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
  - a. self contained
  - b. English and French
  - c.

## 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.)  
**Teacher inquiry groups - lesson study in department teams, kid talk protocol in grade teams, PD's on CCLS and differentiation are provided to all teachers including our ELL teachers. Teachers can select PD's during the year and will be assigned to attend as well.**
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?  
**See above**
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
**DOE support, student mentors, teacher support and partnership with the Arab American Center in our neighborhood.**
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.

## 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?  
**Mr. Hyland provides after school meetings for parents with questions and concerns about the ENL program.**
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.  
**ELL parent involvement does not go further than parent teacher conferences. If necessary parents are called to the school to discuss their students progress.**
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
**Yes, we often work with the local Arabic Community Center.**
5. How do you evaluate the needs of the parents?  
**We evaluate the needs of parents based on student and parent interactions.**
6. How do your parental involvement activities address the needs of the parents?  
**We involve the local community center where many students are enrolled in after school activities to foster the needs of students and parents.**

## 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.

:



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jillian Juman	Principal		1/1/01
Nicole Lanzillotto	Assistant Principal		1/1/01
Jackie Carrier	Parent Coordinator		1/1/01
Nathan Einschlag	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Sam Schmoeger - Tchr/Programmer	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
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **15K497** School Name: **Th**  
Superintendent: **Anika 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](http://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

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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.

Data is culled through ATS and Home Language Surveys, as well as through anecdotal reports by the Parents Association and school staff. Translation needs for events, such as the Parent Welcome Breakfast and Parent-Teacher Conference, are determined during the planning of that event, based on invitee's needs. A DOE contracted vendor provides oral translation, on site, or over the telephone, in a wide array of languages. School staff and parent volunteer translate when needed. The Parent Coordinator sends flyers and documents to the the Translation Unit for translation.

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 major languages are French, Spanish, Arabic, Bengali and Chinese. There are over 20 home languages spoken by families of our students according to ATS. The information is provided to the PTA, SLT and is available in the Main Office.

## **Part B: Creating a Communications Calendar**

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

The following documents are typically disseminated every year:

- Student hand book which is given at the beginning of the year
- Class Syllabi
- Our events calendar
- Permission slips
- Parent teacher conference notifications
- Monthly principal letters.

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

Curriculum Night (September 30), Fall (November 21) and Spring (March 25 ) Parent Teacher Conferences and teacher teams parent meetings (every Tuesday).

## **Part C: Providing Language Assistance Services**

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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 uses a variety of methods for oral translation: staff, parent volunteers, school partnerships such as the French Embassy and Smith Street workshop and outside vendors. The identified face-to-face interpreting needs are met through a volunteer or staff members translating during events or by utilizing the DOE's phone interpreting unit.

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.

The school uses a variety of methods for oral translation: staff, parent volunteers, school partnerships such as the French Embassy and Smith Street workshop and outside vendors. The identified face-to-face interpreting needs are met through a volunteer or staff members translating during events or by utilizing the DOE's phone interpreting unit.

## **Part D: Training Staff on Policies and Procedures**

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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.)

Our family outreach coordinator is familiar with the resources and is the point person for connecting staff to these resources. Our parent coordinator has recently reminded our staff of these resources at our last staff meeting. All staff members will receive "I speak..."

## **Part E: Providing Notice of Language Assistance Services**

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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 provides staff members or hires interpreters in the required language. If necessary and acceptable to the parent, staff recruits parent volunteers. If this is not acceptable to the parent, or the parent speaks a language that can not be found among the staff, the school utilizes the phone translation service. Where documents are translated by the DOE, they are disseminated.

## **Part F: Monitoring and Quality Control**

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

We will be using the NYC DOE designed surveys and our own parent surveys to gather feedback. We will also form a parent focus group comprised of speakers from different languages that will help us move the work and make it more purposeful for kids and families.