



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

15K676

School Name:

RED HOOK NEIGHBORHOOD SCHOOL

Principal:

ROCHEL BROWN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Red Hook Neighborhood School School Number (DBN): 15K676
Grades Served: Prek - 5
School Address: 27 Huntington Street, Brooklyn, New York 11231
Phone Number: 718-330-2238 Fax: 718-596-6446
School Contact Person: De Anna Thompson Email Address: Dthompson14@schools.nyc.gov
Principal: De Anna Thompson, IA
UFT Chapter Leader: Sandy Defrancesco
Parents' Association President: Tiffany Yates
SLT Chairperson: Vanessa Maldonado
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Latisha Brown
Student Representative(s): _____

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Street, Brooklyn, New York
Superintendent's Email Address: askop@schools.nyc.gov
Phone Number: 718-935-4317 Fax: 718-935-4356

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Team 4 Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston street, Brooklyn, New York 11201
Director's Email Address: BFizge2@schools.nyc.gov
Phone Number: 781-935-3954 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
De Anna Thompson, IA	*Principal or Designee	
Sandy Defrancesco	*UFT Chapter Leader or Designee	
Tiffany Yates	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Latisha Brown	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vanessa Maldonado	Member/ Parent	
Milly Avendano	Member/ Teacher	
M.Melendez	Member/ Paraprofessional	
	Member/	
	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Mission:

At P.S.676 we believe all children are capable of learning and through high expectations, our students and families will be able to make informed decisions that will have a positive impact on their lives. Through our core values of collaboration, high expectations, responsibility, and accountability, students will embark upon a journey into the 21st Century as confident young adults equipped with skills that will enable them to access multiple paths of opportunity as they enter into adulthood. Students who attend P.S.676 will leave with a vast knowledge about the world.

At P.S.676 we are committed to providing multiple opportunities for students and their families to experience a quality education. We seek to inspire our students and their families to strive for greater educational and personal opportunities and advances by exposing them to a vast array of information on all topics that affect child development including academic, social, and emotional needs and linking them to real life experiences within NYC.

To support our students academically, we use Pearson Ready Gen for grades 3-5, and Open Court for grades K-2 curricula for reading, as well as Wilson Foundations. To ensure that our students are able to access opportunities in the areas of Social Studies, Science and Technology we use a hands on approach in which students participate in inquiry based activities to deepen their thinking in these subject areas. We have a fully operational Media Center where children gain experience on the Mac /Apple platform. Our children are already well versed in multimedia applications including word processing, PowerPoint, and several graphics programs to ultimately move to coding.

To enrich the academic curriculum, we have a strong Arts program. Through a partnership with Music in the Brain, all students receive music instruction in the areas of chorus, keyboarding, and recorders. Instruction is provided in choral music for all grades and grades k- 2 receive Keyboard instruction as our grades 3 & 4 students receive instruction on the recorder. Additionally, we have partnered with Studio in a School, Community Word Project, Little Flowers Yoga School and The Network Music Recording Studio Program to encourage our students to seek out careers or opportunities in the visual arts.

We believe that the overall health and wellness of our students play an integral part in their academic success. Therefore, we have a salad bar as well as an electric water fountain in our cafeteria. The salad bar provides a "greener" meal option for our students while the water fountain provides them with an alternative to milk for their lunch beverage. Our students receive physical education twice weekly. All students in grades two and three receive instruction in swimming at the Asphalt Green Battery Park City location as in addition to physical education instruction led by classroom teachers weekly in our school's gymnasium. Lastly, we partner with Good Shepherd Services which provides a free after school program for all K – 5 students. As part of the transition from day school to after school all students receive a hot meal to carry them through to dinner time at home.

P.S. 676, Red Hook Neighborhood School is a diamond in the rough. We aspire to be the number one school in the country. However, the Red Hook community faces many socio-economic challenges. The Red Hook Neighborhood School acknowledges these challenges and continuously provides students with academic and social experiences to motivate them to higher levels of academic achievement to become contributing members of the community. To this end, we always seek to attract and retain highly qualified staff and improve parental involvement in the educational process.

Since we are located in the Red Hook section of Brooklyn, we are very isolated from many parts of the borough and city. As a result it is difficult to attract and retain high quality teaching staff which has greatly impacted the school instructional program. Additionally, parental involvement is inconsistent. This greatly impacts the level of communication regarding instruction including the Common Core Learning Standards and NYC Instructional Expectations resulting in a lack of alignment between home and school. In spite of these challenges, we provide students with experiences to motivate them to higher levels of achievement and most importantly, we believe all children can earn.

This year we will focus on building our lower grade students phonics and phonemic awareness by implementing Open Court for grades K-2. Grades K-2 teachers will work with our Open Court consultant monthly on the delivery of instruction, student data as well as progress monitoring.

In grades 3-5 we will focus on using data to drive our instruction based on the specific needs of our students. On going data which includes baseline, mid and post assessments as well as specific progress monitoring systems. On going data will be used for flexible small group instruction as well as individualized instruction to ensure that our children are receiving the instruction that they need to be foster growth and progress.

15K676 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	220	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		90.4%	% Attendance Rate	88.0%
% Free Lunch		90.1%	% Reduced Lunch	3.1%
% Limited English Proficient		8.1%	% Students with Disabilities	22.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	45.7%
% Hispanic or Latino		48.0%	% Asian or Native Hawaiian/Pacific Islander	2.2%
% White		3.6%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		5.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	4.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	5.02
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		4.8%	Mathematics Performance at levels 3 & 4	17.4%
Science Performance at levels 3 & 4 (4th Grade)		68.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	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		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Curriculum and assessments aligned to the Common Core Learning Standards and instructional shifts have been implemented. Teachers are beginning to develop a better understanding of CCLS, based on conversations , lesson plans as well as grade meetings. The coherent and rigorous implementation of the CCLS has yet to consistently meet the needs of all students and enable them to take greater ownership and responsibility for their own learning. Priority needs that will be addressed in the goal and action plan of this section are;</p> <ul style="list-style-type: none"> Analysis of data including NYS Exams, Benchmark Exams, and student work Progress monitoring which includes mid point benchmark assessments Development of Unit plans, Curriculum Maps and Pacing calendars <ul style="list-style-type: none"> Deepening teachers understanding of instruction by providing ongoing specific professional development 		

Part 2 – Annual Goal

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

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

Deepen the alignment of instruction across the curricula, through designing effective Units of Study and lesson plans, to meet the rigorous demands of the CCLS to effectively address the needs of our students resulting in a gain of at least 5% on the NYS ELA and Mathematics exam by June 2016

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Utilize NYCDOE core curriculum Pearson Ready Gen for ELA instruction in grades 3 – 5 and Harcourt Go Math for instruction in Mathematics</p> <p>Students with disabilities and SED students will attend AIS programs in both afterschool and Saturday Academy Programs.</p> <p>Utilize Open Court Core reading program grounded heavily in phonics and</p>	<p>GRADES 3-5</p> <p>SES students</p> <p>K-2 students</p>	<p>Sept –June</p> <p>October-March</p> <p>September-June</p>	<p>Principal, Assistant Principal, Teachers</p> <p>Teachers, Principal</p> <p>Teachers, Principal</p>

phonemic awareness in grades K-2 . Ongoing professional development with consultant with a focus on data and instruction.			
Teachers will participate in grade level as well as vertical inquiry teams on a weekly basis utilizing the ATLAS protocol for looking at student work, assessments and progress monitoring systems.	PreK - 5	Sept –June in 6 week cycles	Principal, Assistant Principal
As a school we will participate in Central DOE sponsored workshops regarding the teacher effectiveness initiative to develop a common understanding of the Charlotte Danielson Framework for Teaching (FtT) and the ADVANCE system. School leaders will participate in classroom visitations with a core group of staff members with district-level support utilizing the ADVANCE Framework to identify instructional areas of strengths and weaknesses as observed in classrooms.	All Grades	Sept - June	Assistant Principal, Principal, Teachers
Saturday Academy and after school for extended time programs for targeted instruction in ELA and Mathematics	Grades 3 - 5	December - June	Assistant Principal, Principal

Part 4 – Budget and Resource Alignment

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

- District Support ELA Professional Development Sessions
- Teachers
- Pearson Student Textbooks and Teacher Guides
- Pearson Unit Exams

- ITA Benchmark Assessments
- Fountas and Pinnell Running Record Assessments
- Open Court core materials, professional consultant and professional development
- Wilson Foundations
- Maintain small class sizes on all grades
- Grade planning time as well as vertical planning time scheduled
- Per session provided for teachers to attend workshop session geared toward best practices

OTPS to purchase general supplies as needed to support the implementation of Open Court Core Reading program for grades K-2 as related to teacher practice and student achievement: (chart tablets, markers, printer ink and toner, copy machine rental, computer maintenance, copy paper, notepads, notebooks, projector bulbs, etc. SWP \$ XXXXX

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

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

Part 5 – Progress Monitoring

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

Targeted students on each grade will be the focus of inquiry work in 6 week cycles with the goal of adding an additional three students who are on grade level each cycle while maintaining those who have shown growth.

Information pulled during weekly inquiry team meetings to address areas of need based on classroom observations, student assessment results including GAP analysis and interim assessments.

Administration and teachers will utilize various assessment tools to determine strengths and weaknesses of students (Open Court Assessments , Fountas & Pinnell running records, Reading Assessment Inventory, Teacher made exams, interim assessments). There will be mid- point benchmark assessments given in November and in early December.

Internal(school generated) benchmark assessments will be administered to students and progress will be tracked weekly and semi monthly

Teachers will maintain assessment binders to organize, collect, and score student assessment data.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>At P.S. 676 we identify, promote, and support our students’ social and emotional development. As a school we are aware of the social emotional needs of our students and are committed to ensuring that all students needs are met. Priority this year will be to develop a stronger relationship with all of our community based organizations and parents so that our whole community is focus and doing what is socially and emotionally effective for our children.</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>Cultivate partnerships with community organizations to create continued opportunities for social, emotional, academic and artistic growth for all students that will result in a decrease of 5% of OORs reported incidents at the school by June 2016.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Our ENL teacher will work specifically with our ENL population parents and classroom teachers on designed strategies to support their needs</p>	<p>ENL</p>	<p>Sept-June</p>	<p>All classroom teachers, ENL teacher, Principal , Assistant Principal</p>
<p>Partner with Community Word Project which supports students in the classroom with meeting the State standards in literacy through writing, drama, and spoken word activities</p>	<p>Grades 4-5</p>	<p>Oct- June</p>	<p>Grades 4-5 Teachers, and Principal, Residency Personnel</p>

Sanford Harmony partnership which will support the acceptance of diversity and the social and emotional growth of Kindergarten students	All grades Prek-5 students including students with disabilities ENL	October-June	Teachers, Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Administrative Staff • Teachers • Residency Personnel • Good Shepherd Services Director • ERP professional development and training • ERP material • Stanford Harmony material • Stanford Harmony training and professional development 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Utilize data from the online occurrence reporting system to track the number of incidents within the school to measure the impact of grant funded programs on student incidents. • Utilize School Survey results to monitor parent satisfaction with the arts and cultural programs offered at our school as provided through the many partnerships and residencies. • State ELA, Mathematics, and Science exam scores will be used to measure the impact of these partnerships on student achievement in ELA, Mathematics, and as a result of these collaborations <p>Mid point benchmarks will be done in mid November and December to analyze data to reflect on our progress towards our goal.</p>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative 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. 		
The school needs to deepen instructional practices across all classrooms to ensure that instructional content is rigorous and that all students are intellectually engaged. Teachers need time during the school day to meet and plan as a grade as well as vertical grades. .Professional development must be grade as well as teacher specific.		

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.
In alignment with the capacity framework, 100% of the teachers will engage in structured professional learning communities through teacher team meetings by grade and vertical teams meeting by October 2015 through June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Administrators will organize lab sites, inter school and class visits to</p> <p>Support all teachers across the Danielson Framework</p>	<p>All Teachers</p>	<p>October-May</p>	<p>Administrators</p>
<p>Teachers will meet in grade teams and vertical teams weekly to look at student work, analyze data, share strategies as per the schedule</p>	<p>All Teachers</p>	<p>Sept-June</p>	<p>Administrators, Teachers</p>
<p>Teacher monthly book club meeting will take place surrounding specific professional books that will</p>	<p>All Teachers</p>	<p>October-May</p>	<p>Administrators, Teachers</p>

promote and enhance their pedagogy			
Teachers will lead and organize and lead specific professional development based on a needs assessment	All Teachers	November-June	Administrators Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Principal • Assistant Principal • Teachers • Professional Books for Teachers • Purchase textbooks, consumable texts, periodicals, and other curriculum materials to be utilized by students and staff. • Purchase interim assessments and benchmark exams to aid in monitoring the progress of students throughout the course of the school year. • Maintain small class sizes on all grades • Salaries of substitute teachers who provide coverage for Teachers to attend professional development workshops Fund per session hours for administration, teachers, and paraprofessionals to attend professional development before or after school and on weekends (see tenant 5 above) 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will meet in vertical teams to assess student work and plan lessons that demand evidence to support a claim in the areas of ELA and mathematics through the use of a CCLS aligned rubric
Teachers will meet bi-weekly in grade teams to assess the use of their plans, shared strategies via student data and work

Shared strategies, planning, the use of analyzing data and looking at student work will be monitored through progress on components 1 and 3 on Danielson Framework

Grade level meetings with administration, alignment of student work to benchmark assessments, and observations will be conducted to assess progress towards meeting these goals. Mid point benchmarks will be done in November.

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

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

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

Part 1 – Needs Assessment

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

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.
Beginning in October 2015 through June 2016, 100% school administrators will actively monitor teacher instructional practice through observations and professional conversations using the 8 components of the Danielson Framework for Teaching along with specific, actionable, timebound feedback.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>As a school we will participate in district/central sponsored workshops regarding the teacher effectiveness initiative to develop a common understanding of the ADVANCE Framework for effective teaching. District support teams will participate in classroom visitations with a core group of staff members utilizing the ADVANCE Framework to identify instructional areas</p>	<p>All Grades</p>	<p>Sept - June</p>	<p>Administration</p>

of strengths and weaknesses as observed in classrooms. NYCDOE Teacher Development and Evaluation Coach will provide professional support to the AP and Principal regarding the use of the ADVANCE rating system.			
Principal and Assistant Principal will conduct informal/ formal teacher observations that will include professional conversations as well as a series of short frequent cycles of classroom observations for each teacher using selected MOTP options. School leaders will set up and follow a schedule for teacher observations and feedback	All Grades	Sept - June	Administration
Parents will be invited throughout the year to attend workshops given by teachers and Parent Coordinator on curriculum and CCLS. Parents will meet with teachers regularly to	All Grades	Oct-May	Teachers, parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Principal • Assistant Principal • Achievement Coach, NYCDOE Talent Coach • Teachers • Fund per session hours for administration, teachers, data specialist, and paraprofessionals to plan for, facilitate, and attend professional development before or after school and on weekends as related to the NYC Instructional Expectations and the implementation of the Common Core Learning Standards

- Supervisor per session for administrators OTPS to purchase general supplies as needed to support the implementation of Open Court Core program as related to teacher practice and the provision of feedback by administration.

(chart tablets, markers, printer ink and toner, copy machine rental, computer maintenance, copy paper, notepads, notebooks, projector bulbs, etc.)

- Fund per session hours for administration, teachers, data specialist, and paraprofessionals to plan for, facilitate, and attend professional development before or after school and on weekends as related to the NYC Instructional Expectations and the implementation of the Common Core Learning Standards

- Supervisor per session for administrators (see tenet 5 above)

- OTPS to purchase general supplies as needed to support the implementation of the CIE as related to teacher practice and the provision of feedback by administration.

(chart tablets, markers, printer ink and toner, copy machine rental, computer maintenance, copy paper, notepads, notebooks, projector bulbs, etc.)

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

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

Part 5 – Progress Monitoring

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

- Teacher effectiveness will be measured by the NYC School Survey results: 100% of teachers agree that school leaders give them regular feedback about their teaching.
- MOTP tool as found on the Advance application of the DOE website will be used to track completed observation reports, and identify areas of strength and weakness according to the ADVANCE rubric as well as to monitor and track teacher progress throughout the school year.
- For each observation conducted, teachers will receive feedback either orally, writing, or through both methods.

Mid point conversations will be held with grades as well as individual teachers beginning November.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The culture of 676K is designed to promote partnerships where parents, community, and staff work together to improve students’ academic progress, social and emotional growth and well-being. However, we must continue to cultivate these relationships to maintain consistent home and school connections to foster student achievement.</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>Beginning in September 2015 through the end of June 2016, school administrators, PTA, parent coordinator, and teachers will conduct 10 community events to strengthen relationships and bridge the gap between home and school.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Community events organized by school staff and PTA to promote a stronger sense of community</p>	<p>All Grades</p>	<p>Sept - June</p>	<p>Administration, PTA, teachers, parent coordinator</p>
<p>Service provider breakfast 4x per year to support our ESL and SED students and families</p>	<p>All Grades</p>	<p>Sept - June</p>	<p>Administration, teachers, PTA, parents, parent coordinator</p>
<p>Weekly parent engagement workshops and activities facilitated by teachers and Parent Coordinator</p>	<p>All Grades</p>	<p>Sept - June</p>	<p>Administration, teachers, parents, PTA, parent coordinator</p>

<ul style="list-style-type: none"> • Monthly Principal Breakfast' that will create and foster open communication between families and school <p>Monthly Calendar sent home to parents detailing events</p>	All Grades	Sept - June	Administration, teachers,parents, PTA, parent coordinator
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Principal • Assistant Principal • Math Coach • Teachers • Parent Coordinator • Parents/Guardians • Provide professional development workshops to families to foster the school parent partnership See above • Fund the Parent Coordinator Position • Purchase materials and supplies for use with families. • Purchase equipment to aid in the support of school parent communication. • Fund per session hours for administration, teachers, to plan and facilitate professional development before or after school and on weekends See above <p>Fund per session hours for administration and other staff members to prepare and implement out of school time events and activities See above</p> <ul style="list-style-type: none"> • Provide professional development workshops to families to foster the school parent partnership See above • Fund the Parent Coordinator Position TL \$XXXXX. • Purchase materials and supplies for use with families TL \$ XXX • Purchase equipment to aid in the support of school parent communication Title I SWP \$ XXX.

- Fund per session hours for administration, teachers, to plan and facilitate professional development before or after school and on weekends See tenant 5 above

Fund per session hours for administration and other staff members to prepare and implement out of school time events and activities See above

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

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

Part 5 – Progress Monitoring

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

- A Parent Involvement committee led by the Parent Coordinator was formed and works in collaboration with the PTA Executive Board to schedule monthly school wide events for family participation.
- Attendance sheets from hosted events
- School Parent survey 80% of parents are satisfied with the school in the areas of safety, the arts, communication, and curriculum

Parent Involvement committee will meet in December to discuss progress and what needs to further done.

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students who scored at least two F & P reading levels below grade	Language Development, Reading and Writing	Small group, one to one	Saturday Academy, Afterschool
Mathematics	All students in grades 3-5 who scored level 2 or below on the NYS Mathematics exam	Number Sense Algebraic Thinking Multiplication	Small group, one to one	Saturday Academy, Afterschool
Science	Teacher observation , below 80% on unit assessments	Hands on experiments, content area reading and Writing	Small group	During the day
Social Studies	Teacher observation, unit assessments with below 80% score			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students who have been referred to the SITT Team for behavioral and instructional issues.	Using directional therapy students enhance academic and focusing skills as they complete assigned tasks. Cooperative play is used as a technique to strengthen social skills as well as self-esteem. Lunchroom clubs for girls or boys will be used to facilitate peer mediation	Small group, one to one	Saturday Academy , Afterschool

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Recruitment efforts begin in the spring and continue until all vacancies are filled.
All candidates are prescreened through NYCDOE and certified as eligible for hire.
Once invited for an interview candidates are put through a rigorous selection process which includes an interview and a demonstration lesson. Candidates are also required to make a portfolio presentation to detail their teaching experience.
Successful candidates that make it through the interview process will have their references checked and once hired be assigned to a mentor to become acclimated to the school community.
The BEDS Survey is completed yearly to ensure that each teacher is teaching within his \ her license area.

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).
Professional development for staff is provided both in the classroom and outside of the classroom as well as outside the school through district support and Intervisitations. Professional Development opportunities for administrators will be offered through the district , then utilized in the areas of Differentiated Instruction, Team Building, Data Interpretation, Quality Review, Chancellor's Regulations, and Inquiry Process

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

- Emotional Response Practice (ERP) will be used with Pre-K students to support social and emotional growth
- Sanford Harmony will be used with Kindergarten students to support social and emotional growth
- All curricula at K676 place a key emphasis on foundational skills in the areas of math, literacy, science, social studies and social/emotional development.
- Wilson Foundations provides additional opportunities for students to gain knowledge in the areas of letter recognition, sounds and vocabulary.
- Teachers work effectively preparing students for Kindergarten all while meeting the foundational requirements of Common Core.
- Teachers participate in weekly vertical team meetings where they share practices with kindergarten teachers and kindergarten teachers are able to share expectations for students entering kindergarten.
- Professional development is offered weekly to prekindergarten and kindergarten teachers together across curricular subjects
- Parent meetings are held monthly to review CCLS and how parents can support at home

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.

Currently we utilize the following sources of data to determine school wide trends and track individual progress:

- Early Screening Inventory- Revised- This screening is administered to all prekindergarten students entering school. This exam is done in order to determine if students have developmental delays, giftedness or if additional language support is needed.
- SPLASH Observation Checklist- this is administered monthly to all students upon the completion of the Theme Unit. This assessment observes students in the areas of literacy, mathematics, social emotional development, science, social studies, fine and gross motor skills, art and music, physical development and health and safety.
- Anecdotal Notes are taken daily. These notes are taken on student during interactions during center time, outdoor play or any other time where they interact with others. This information is used to plan for future instruction and it is also shared with parents during meetings.

Authentic Student assessments will be utilized throughout the year on a monthly basis. Within the Splash into Pre K program that we use, assessments are essential for gaining insight into how much children are growing and learning and allow you to adjust the way you teach to better meet their needs. Observations are conducted before; during and at the end of each theme to determine if and where students may need additional support across all of the developmental domains.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	235,673.00	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	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,344,613.00		

¹Explanation/Background:

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

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

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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. **P.S. 676 Red Hook Neighborhood School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 676 Red Hook Neighborhood School** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 676
School Name Redhook Neighborhood School		

B. Language Allocation Policy Team Composition

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

Principal DeAnna Thompson	Assistant Principal Karen Miller
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Rossy Crisostomo	School Counselor Juana Farrakhan
Teacher/Subject Area	Parent Vanessa Maldonado
Teacher/Subject Area Malisa Gomez	Parent Coordinator Edward Richardson
Related-Service Provider David Holness	Borough Field Support Center Staff Member type here
Superintendent Anita Skop	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	206	Total number of ELLs	21	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	3
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	18		1	3		3				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total					3	1								0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			2						0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess the early literacy skills of all of our students including the ELLs, PS 676 uses Fountas and Pinnell, Ready Gen weekly assessments and teachers' made assessments. The data collected is used to help students who are non readers achieve a higher level at the end of a targeted period. students having difficulties learning will be given additional assistance. Since most of our Ells are in the lower grades and have shown difficulties with decoding and limited phonemic awareness, the ENL teacher will target those areas for instruction. Additionally, vocabulary development is built in our reading block to help struggling readers. This data provides a clear picture of the instruction needed to help the ELLs of our school succeed in all areas. The school uses this data to create small instructional groups and plan PD in order for teachers to differentiate instruction for all students in school including the Ells. .
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After looking carefully at our students' results on the NYSESLAT, it is clear that the majority of our ELLs are having difficulties in the reading /writing modality. This is true for all proficiencies and across all grade levels. As a result, classroom teachers in general and the ENL teacher in particular are focusing instruction on these two modalities. The data also reveals that most students who took the NYSITELL have difficulty on the speaking an listening strands. The school will focus on aligning instruction to address each of these modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses the Annual Measurable Achievement Objective as a mean to plan our PDs and focus on what is the best instructional practice for our population. This data reveals that ourstudents are not meeting the Common Core Standards in writing for all students including the ELLs.
- 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?

- Patterns across proficiencies and grades reflect that the majority of our ELLs in the lower grades struggle with vocabulary and decoding. The upper grades(3-5) struggle with reading and writing. The results of periodic assessment, in combination with teachers ongoing assessments are used to drive instruction and group students according to their specific needs. The data also shows that most of our newcomer ELLs progress rapidly from entering to the intermediate level in their language acquisition as measured by the NYSESLAT. These students continue to receive instruction that target all modalities. Furthermore, students have the opportunity to express themselves in the language they feel most comfortable with. The home language is used in our ENL classroom whenever is necessary.
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*.]
When our students are not performing at a grade appropriately level, they are evaluated periodically and instruction is targeted to small groups. Teachers confer with all students including at risk students in order to drive their instruction and target specific needs. Our school uses data to guide instruction for ELLs within the RTI framework which include three tiers of differentiated instruction. This intervention decrease in duration over time as the students improve, the extra support is removed. This extra support occurs in the classroom as well as with the ENL teacher. We provide ELLs with rigorous culturally responsive instruction and we understand that having a second language is an asset. Support is gear to helping our ELLs develop language and literacy across the curriculum. Assessment is ongoing for students to see immediate results and work towards better outcomes.
 6. How do you make sure that a student's new language development is considered in instructional decisions?
If a student doesn't understand the instruction, there opportunity for them to be expose to language instruction either in the classroom, with the ENL teacher or in the student's home language. Second language development for our ELLs is intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the writing workshops, the reading Program currently used by our school, as well as more additional specialized instruction from their ENL teacher. The ENL teacher and paraprofessionals provide support as needed in the student's native language.
 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?

NA
 8. Describe how you evaluate the success of your programs for ELLs (e.g, meeting AYP for ELLs).
We evaluate the success of our program for ELLs by assessing their progress in regards to expressive and receptive communication in the English language and by tracking their academic progress and monthly on-going assessment. Furthermore, there is a trend of many students scoring proficient on the NYSESLAT. A large percentage of our ELLs who took the NYSESLAT during the spring either scored a higher level or tested out.

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 P.S. 676 English language learners are identified in accordance with the New York State LEP identification process. Upon enrollment, the licensed ENL teacher together with the pupil secretary have parent complete the Home Language Identification Survey. If it is determined that the student's home language is not English and that he or she speaks little or no English, the ENL teacher assesses the student with an informal interview and consult the parent in the parent native language. Within ten days of enrollment the NYSITELL is administered. If the child is Spanish speaking and he qualifies for services, than the ENL teacher who holds a bilingual license administers the Spanish LAB-R.
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).
If we should have any SIFE students, the ENL teacher together with a licensed pedagogue would interview the parent and the child to assess and determined if the student is candidate for SIFE. A questionnaire is in place in the the different languages to help assess the child and determine if the student is a potential SIFE. In addition, within 30 days of enrollement the potential student is tested using the assessment that the school has in place.
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).

A number of structures are in place in order to ensure that the parents of ENL students at our school understand all of the program choices, options, and rights they are entitled to. If it is a SIFE students , the ENL teacher together with a licensed pedagogue would interview the parent and the child to understand if the student is candidate to be a SIFE. Each parent of a newly enrolled student who qualifies for ENL services is invited (via written invitation and telephone) to an ENL parent orientation session within ten days of enrollment. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each new student to attend. At the parent orientation session, informational materials are provided and an informational video is viewed by the parents in the language of their choice. In addition, an ENL teacher/bilingual school staff member offers additional counsel to parents in their native language in order to clarify the information and to ensure the parents understand their transfer right. We inform the parent that there is grace period of 20 days to make their decision. During this meeting the parent completes the Parent Choice Survey. All this information is done in the time allocated by the DOE. If we can not communicate with the parent, the parent coordinator or a translator who can understand the parent's language assist in the proces.

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.

The ENL teacher or parent liaison conducts any necessary follow ups to ensure program selection, and other forms are returned. There is communication between all of our teachers and the ENL teacher who makes sure all documents are kept in our school file. If a form is not returned, someone will send another one or make a phone call. There is on-going communication with the classroom teachers and parent coordinator. Entitlement letters are send home in the parents' native language with the students and parents must read it, sign it and return back to school where they are kept in the school file. We are fortunate that the ENL teacher works closely with the Parent Coordinator to make sure that parents attend the selection meeting and sign the papers after the meeting. These documents are kept safe in the ENL data binder.

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).

Parent's are informed that they have a right to appeal ELL status within 45 days of enrollment. This is done via mail or a phone call in the parent's home language. The ENL teacher is responsible for making sure that the parents understand this process. We keep copies of this correspondance in our ELL binder.

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.

The ENL teacher makes sure that after the child is tested, within ten days of the student's enrollment, the parent is sent (invitation is send in the parents native language) for an orientation, the school shows them a video in the parent's native language . This video explains the option of the programs available in the city. Red Hook Neighborhood school only offers free Standing ENL because there is not enough students in one language group to formulate or create bilingual classes. During the orientation the ENL teacher have a conversation with the parents in the language of their choice to further explain the option and the right they have to place their child in a setting of their choice. During this time the parent completes the survey to select the choice.

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

We are fortunate that the ENL teacher works closely with the Parent Coordinator and secretary to ensure that after registration, parents can stay to complete necessary documentation and sign the papers required. Red Hook Neighborhood school only offers free Standing ENL because there is not enough students in one language group to formulate or create bilingual classes. If a form is not returned, the ENL teacher waits for the parent when the child is drop off or picked up.

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

If a form is not returned, the ENL teacher will send another one and make a phone call. There is on-going communication with the classroom teachers and parent coordinator to make sure all forms are returned in a timely manner. We are fortunate that the ENL teacher works closely with the Parent Coordinator to make sure that parents attend the selection meeting and sign the papers after the meeting. We wait for parents before and after school who do not send the survey or attend the orientation.

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

The ENL teacher or parent liaison conducts any necessary follow ups to ensure that parent notification letters are distributed in the parent's home language and the classroom teacher informs the parent that their child will be receiving the services. There is constant communication between all of our teachers and the ENL teacher who makes sure the parents are always informed.

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

At 676 School we keep all ELLs documentation, surveys, entitlement letters and HLIS secured in an ENL binder.

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.

Before administering the NYSESLAT, we get a print out from ATS to see which students qualify to take the NYSESLAT. Afterwards, letters are sent home to the parents in their home language to notify them about the importance of the test and the days they will be

tested. With changes to the NYSESLAT, a couple of colleagues are trained every year by the ENL teacher on how to administer and score the test. The first part that is administered is the speaking. The ENL teacher and additional trained pedagogues administer the test to individual students in a room suitable for testing. The Listening, Reading, and Writing subtests of the NYSESLAT is administered in a group. Students in grades 3-5 will mark their answers on a scan sheet and students in grades K-2 will mark their answers in their own test booklets. The ENL teacher or helper will transcribe the responses onto the scan sheet. Our school makes sure that students with disabilities are provided with testing accommodations authorized by their IEP. If any students is absent during the time of administration they take the test at a later time within the testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL teacher/bilingual school staff member and PC explain in the parents' home language that their child will continue to receive additional support. Our school is very small and everyone here works as a team to ensure that information is distributed in a timely manner.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After examining the parent choice surveys from the previous years, it is clear that the large majority of parents who have children at the Red Hook Neighborhood School eligible for ENL services choose to have their children in a freestanding ENL program. As Per Aspira Consent Degree, one family chose to have their children in a bilingual or dual language program, but later decided to reject the transfer offer and keep their children in our freestanding ENL program. The school monitors trends in parent choice by keeping records of these documents in our secured ENL binder and checking it periodically or whenever we meet for inquiry.

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.
Our ENL student population is served by one full time licensed ENL teacher using a combination of push-in and pull-out model to ensure maximum efficiency and to comply with the mandated service minutes required for each language proficiency level. Students get pulled out by grade or by mixed proficiency levels on grades K-2. The ENL teacher pushes in to different classes during the week. Literacy and language development take place through student participation in the writing workshops, the reading Program Foundations and Open Court, as well as further more specialized instruction from their ENL teacher. The ENL and classroom teachers work together to make content area and language instruction accessible to students by employing differentiated instruction and a wide range of scaffolding techniques. Instructional materials being used to teach the ELLs include; books on tape, picture dictionaries, guided reading libraries, ENL classroom libraries, texts in native language, and individualized word walls. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Leap Frog and books on tape etc), and additional academic intervention if needed.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
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)?
As specified under CR Part 154, all our entering and emerging level English language learners receive 360 minutes of ENL instruction per week. Our transitional and expanding students receive the prescribed 180 minutes per week and our

commanding students get 90 minutes of instruction per week. Students are permitted to use their native language with the teacher, teacher- assistants and/or peers to express understanding and ask for clarification. In most cases bilingual “buddy students” are assigned to newcomer ELLs to help with translation of directions and expectations in the mainstream classroom. Part of the instruction is using a pushin model and part is stand alone ENL.

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.

We are aware that any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development; therefore we strive to provide instruction in such a way that addresses the needs of each ELL subgroup to make content comprehensible and meet the demands of the Common core Learning Standards.

Students are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities that is real and comprehensible and where they are getting support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ENL services that is intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the writing workshops, the reading Program Ready Gen and Open Core, as well as more specialized instruction from their ENL teacher. The ENL and classroom teachers work together to make content area and language instruction accessible to students by employing , differentiated instruction and a wide range of scaffolding techniques. Instructional materials being used to teach the ELLs include; books on tape, picture dictionaries, guided reading libraries, ENL classroom libraries, texts in native language, and individualized word walls. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Leap Frog and books on tape etc), and additional academic intervention if needed.

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

Students are tested in English but some students who require translation are accomodated accordingly. In the classroom the Native language support is delivered through the use of dictionaries and by grouping students with a bilingual “buddy”. The ENL teacher and paraprofessionals provide support as needed in the student native language by conversing with them in the native language and summarizing any concept that is no clearly understood. In some cases assessment is provided in the student' home language. The students have the opportunity to have materials in the native language and answer questions in the language they feel more comfortable with. This evaluation is ongoing throughout the school year.

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

The ENL program serves as a focal point of reinforcement for ELLs and provides them with the opportunity to acquire English through the four modalities of speaking, listening, reading and writing. They have to create oral presentations, other students listen to their peer's presentations and decide if the presentation was appropietely. There are read alouds and listening centers to help acquire the nescesary skills in these modalities. The ELLs of our school complete the same reading and writing assignment as their peers. The ENL teacher uses various techniques and approaches taken from balanced literacy program, including Word Study, Guided Reading, Shared Reading, and Read Alouds. Various ENL techniques and approaches employed include Total Physical Response (TPR), Language Experience Approach, Cooperative Learning, and the Cognitive Academic Language Learning Approach.

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

Our schools does not have SIFE students nor long term ELLs . Newcomer students at our school are serviced with the intention of giving them the language skills they need to function successfully in this new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ENL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) this is also true for developing students . In addition the developing and newcomers receive more instrutlional time with the ENL teacher. ELLs that has been in our system for 4 years (long term)or more are placed in a at risk group where sccaffolding tecniques are use to deliver intruction. The small percentage of long term ELLs also have an IEP. The IEP teacher works closely with the ENL teacher to make sure that all students' needs are being met. Some of these students are in Collaborative Team Teaching (ICT) classes and others are in self-contained classrooms. As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention in order to ensure academic success. This extra attention is given through push in and stand along ENL instruction. Classroom teachers continue their use differentiated approach to make input comprehensible for these students and design learning activities that connect new content to students'

prior knowledge. Teachers also use graphic organizers, realias and other scaffolding techniques learned at our in house staff development sessions. Furthermore, the ENL teacher also assist accordingly depending on each individual case. Former Ells get the prescribed time and a half for all testing. They also received academic support as needed.

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

The school ensures that the student's academic progress has not been adversely affected by making sure that the ENL teacher services the student until a definite decision has been made.

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?

Students received ENL services utilizing both a push- in ans pull-out model. Some of the strategies used are: listening centers, pictures with flow of the day(K-2), vocabulary flashcards, peer tutiotring, and think pair sharefor all grades. On staff we also have the services of 3 language alternate paras.. language skills they need to function successfully in this new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. They also receive ENL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). respon: ELLs that has been in our system for 4 years or more are placed in a at risk group where sccaffolding tecniques are use to deliver intruction. The small percentage of long term ELLs also have an IEP. The IEP teacher works closely with the ENL coordinator/teacher to make sure that all students' needs are being met. Some of these students are in Collaborative Team Teaching (ICT) classes and others are in self-contained classrooms. They receive the same treatment as their English proficient peers in their classrooms with modifications according to their level and mandated by their IEP. Most of our classes have laptops and smart boards these are used to modify instructions for students with disabilities. All materials use at our school is Common Core

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?

At our school 14% of ELLs have Individualized Education Plans (IEP). Some of the students are placed in (ICT) classes and others are in self-contained classrooms. This population receives individualized instruction from their classroom teachers, teacher assistants (in some cases bilingual), speech and languague services as mandaded by each student 's IEP. There is small group instruction in our ICT classes and the teachers work and plan together to help all students in the class. All our Ells with IEPs receive the mandated ENL prescribed by their IEP. Planning goes on with the speech and other providers to make sure the students mandates are being met. Our related service providers piggyback on what the classroom teacher is teaching to enhance students' learning. We push in as much as possible to maintain a balanced atmosphere. We also mainstream students who require more rigorous academic work.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

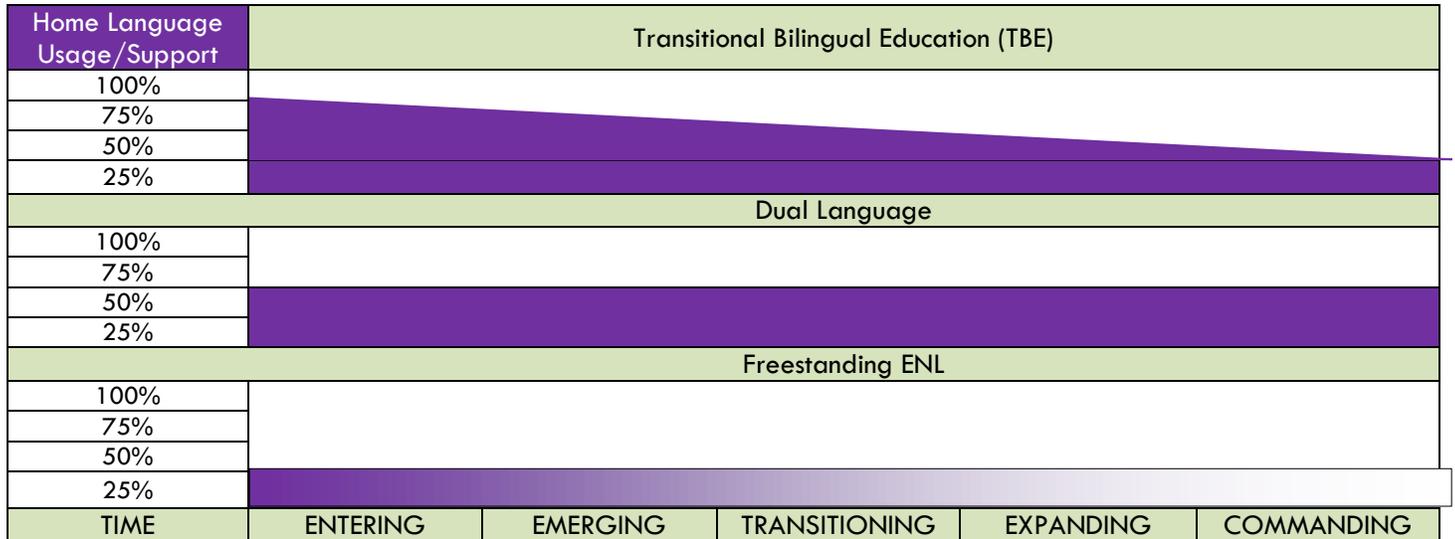


*Note “other approved services” does not apply to New York City at this time.

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 ELL population of The Red Hook Neighborhood School is given equal access to all intervention programs. All instruction is given in the English language with native language support as needed. Our school participates in small group instruction which is build in our program. During the small group instruction, ELA and math is instructed using skills that will target the challenges of all our students including the ELLs. Our IEP teacher also works with at risk students including those ELL students with IEP.
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 evaluate the success of our program for ELLs by assessing their progress in regards to expressive and receptive communication in the English language and by tracking their academic progress in both the performance series and monthly on-going assessments. In Addition, we have weekly discussion on our inquiry meetings and share ideas on what works and what needs improvements for all of our students including all our ELLs. All of our classroom teachers are aware that they service ELLs and use strategies to help meet the need of all the ELLs in all subject areas. The ENL teacher gives as much support as possible to make instruction comprehensible for all the ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
This year our school will be working with a new curriculum; Open Court which is aligned to the Commom Core Learning Standards and is geared to meeting the learning needs of our population.
13. What programs/services for ELLs will be discontinued and why?
Last year our school was using Ready Gen for all students including the ELLs. We are discontinuing part of it because the new curriculum the school is working with is more alligned with state tests and Common Core Standards and it meets the needs of most of our target students including the ELLs. Ready Gen was discontinued for grades K-2.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
The ELL population of The Red Hook Neighborhood School is given equal access to all programs. English Language Learners are invited to participate in ELA and Math after school programs. They are also invited to participate in supplementary school sessions that take place during the winter and spring breaks. All our students participate in Studio in a School, Learn to Swim, Physical, Asphalt Green, Activities programs through Good Sheppard Services, and many other community based programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials being used to teach the ELLs include; books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native language, and individualized word walls. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Leap Frog and books on tape etc), and additional academic intervention if needed.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered through the use of technology, dictionaries and by grouping students with a bilingual "buddy". The ENL teacher and paraprofessionals provide support as needed in the student native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The services support and resources we provide our ELLs at the Red Hook Neighborhood School, matches the student age, grade and proficiency levels. All our ELLs are placed in classroom where they interact with students of their own age. A student who is 6 years old is placed in a 1st grade class regardless of the language they speak. We provide ELLs with rigorous culturally responsive instruction where they are supported by all adults in our school.
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).
Good Sheppard Services(CBO) offer afterschool, winter, spring and summer program for all students in the Red hook community including our newly incoming ELLs. The ENL teacher works closely with all the ELLs but gives additional support to those who are new to the school. The parent coordinator is in the building all year long and supports all our new families.
19. What language electives are offered to ELLs?
NA
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)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
In regards to professional development specifically tailored to the ENL teacher, who attends monthly workshops and professional development courses offered by the office of English Language Learners and the school. Professional development is provided in conjunction to the 3 hours of monthly PD in the Common Core Learning Standards through teacher support using the Ready Gen Curriculum and Charlotte Danielson framework for teaching rubrics. They are conducted on a bi-monthly basis after school, during weekly workshops and during weekly grade conference meetings. These workshops are provided by, an assistant principal and principal as well as outside sources throughout the year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The minimum 7.5 hours of ELLs training is provided to all staff by outside source. Professional development focuses on using Fountas and Pinnell Benchmark assessment system to assess all students. Furthermore, all teacher assistants are involved in these training and also on the inquiry group where we look at students' work including the ELLs'. Conversations take place during these meetings about the best ways to help all our struggling students. In addition, the ENL teacher is encouraged to attend the yearly NYSABE in the spring, ASCD, and TESOL conferences. She will also attend Reading and Writing Nonfiction for ELLs Institute, which will take place throughout the school year. The ENL teacher offers support and suggestions to classroom teachers about how best to deliver instruction to help meet the needs of any ELL in the classroom. The support is done on a needed basis.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ENL teacher, administrators and the parent coordinator will make combined efforts to encourage more parents to get involved in issues related to our school and assist in the transition of our 5th graders to attend Middle School. During these meetings the 5th grade teacher is encouraged to meet with all 5th grade parents and provide information related to what is needed to make the last year run smoother. The ENL teacher assist in this process as much as possible.
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.
The ENL teacher is sent to professional development outside and turn key the information to the rest of staff. She also provides workshops throughout the year on key language and content support ideas. These trainings are ongoing throughout the school year and records/agendas for these PDs are kept in the school file.

C. Parental Involvement

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

Parents play an integral role in our school. The school works closely with all the parents. There is a PTA committee in place which meets every month to discuss issues related on how best to meet the needs of all our students including our ELLs. During these meetings, we assess what parents needs are and the information is shared with all involved. This committee consists of both parents and teachers. Its goal is to engage parents in the school's community. The Parental involvement Committee meets twice a month to plan and implement events/activities that will attract parents to become more active in the school. There will be a series of workshops given to all parents including parents of ELLs. These workshops will be given Saturdays/or and after school to accommodate those parents who work. Refreshments will be provided for these workshops and materials to distribute to parents will be bought using funds available for this purpose. the ENL teacher meets with individual parents on an ongoing basis and as needed to discuss language progress and goals for their child.

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.

We make sure that when we meet with parents there is sign in sheet. We compare the sign in sheet and evaluate the attendance of all parents including parents of ELLs. Teachers communicate with the ENL teacher if there is a need for traslation when a call must be made. Letters are translated prior to any English correspondancegoing out to ensure that parents understand the message. We are always meeting with individual parents during the year to discuss activities .

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Cookshop is a workshop given once a month to help parents plan a healthy meal for their children. This workshop is conducted by the Parent Coordinator and PTA Committee. Bingo night, training workshop to help your child succeed. Orientation meetings are scheduled throughout the school year for parents/guardians of newly enrolled ELLs to provide information on our ENL program. The orientation for new ELL's will provide an overview of the program and option for students/parents as described per DOE video for ELLs. The ENL teacher will work closely with the parent coordinator to provide support to the parents of all ENL students throughout the school year. In addition, the ENL teacher will work closely with the guidance counselor to ensure that the parents of all 5th grade ELLs are awared of middle school requirements and the schools that are available at our district. A number of informational meetings will be held throughout the year and culminating by May 2016 for all our parents including those parents of ELLs on Common Core Standards, new assessments, effort required of all the students to improve their performance on tests, and what way school-home connection can help with this crucial task. Meetings will also be held during the month of April to acquaint parents with the NYSESLAT.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Cook Shop and the Office of English Language Learners are a few of the organizations who work with our parents. The ENL teacher is always available for translation during these workshops.

5. How do you evaluate the needs of the parents?

At the beginning of the school year we create a survey for all the parents and ask parents what their needs are. This survey is done in the native language for those parents who do not speak the English language. There is a group of parents who meet to discuss and gather information and feedback for best practices within our school community.

6. How do your parental involvement activities address the needs of the parents?

The ENL teacher will work closely with the parent coordinator to provide support to the parents of all ENL students throughout the school year. Some of the workshops will be to promote health, social, and educational information to increase the quality of life. The ENL teacher will work closely with the guidance counselor to ensure that the parents of all 5th grade ELLs are awared of middle school requirements and the schools that are available at our district. A number of informational meetings will be held throughout the year and culminating by May 2016 for all our parents including those parents of ELLs on Common Core Standards, new assessments, effort required of all the students to improve their performance on tests, and what way school-home connection can help with this crucial task. A meeting will also be held during the month of April to acquaint parents with NYSESLAT. The parent coordinators has weekly meetings with guidance and administration to discuss any issues related to upcoming events. Parents of ELLs are always welcome to all our meetings and translation is available as needed. The ENL teacher, Administrators and the parent coordinator will make combined efforts to encourage more parents to get involved in our school and assist in the transcistion of our 5th graders to attend Middle School.

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.

Our school has the privilege of attracting resources from in and outside of the community such as groups involved are: Learn to swim, Community Word, Asphalt Green, Physical Activity Program through Good Sheppard Services etc. The Special Events Committee plans cultural activities for the entire school. Cinco de Mayo, St. Patrick's Day, Hispanic Heritage Month, Bingo Night, Movie Night, and Black History Month are some of the activities conducted at our school for all students to participate. ELLs are always encouraged to join after-school alternative learning activities.

Part VI: LAP Assurances

School Name: Red Hook Neighborhood**School DBN: 15K676**

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)
DeAnna Thompson	Principal		10/31/15
Karin Miller	Assistant Principal		10/31/15
Edward Richardson	Parent Coordinator		10/31/15
Rossy Crisostomo	ENL/Bilingual Teacher		10/31/15
Vanessa Maldonado	Parent		10/31/15
Malisa Gomez	Teacher/Subject Area		10/31/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Juana Farrahkan	School Counselor		10/31/15
Anita Skop	Superintendent		10/31/15
	Borough Field Support Center Staff Member _____		1/1/01
David Holdness	Other <u>Related Services</u>		10/31/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 15K676

School Name: Red Hook Neighborhood School
Superintendent: Anita Skopt

Before you begin, please check the following:

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

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

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

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

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

In order to assess language preferences for our parent community, we utilize the following methodologies. Parents are provided with home language surveys that are completed upon registration into our school. In addition classroom teachers provide surveys to parents inquiring of the preferred language of communication to the home as well as the language spoken in the home. All families are required to complete a blue emergency card at the beginning of each year which assists in identifying the parents preferred language of communication both written and spoken. In addition, a report is created which is updated regularly with the languages that parents speak in our school..

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.

Our school currently has the following languages:
English, Spanish, French, Japanese and Chinese.

Part B: Creating a Communications Calendar

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

Each year our school disseminates the following information to families that require translation: monthly school calendar, monthly fliers for parent workshops and meetings, monthly PTA announcements, etc. In addition we utilize school messenger as another means to relay messages to families in their preferred language. We will call a vendor from the interpretation unit for the beginning of March and also for the beginning of May for parent teacher's conferences.

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.

Each year we have the following face to face meeting:
Fall Meet the Teacher Night
Winter/ Spring Parent Teacher Conferences
ENL parent orientation
Meetings with support staff (guidance, attendance, ENL teacher.
Weekly parent contact.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Oral interpretation services will be provided by in-house school staff. We have staff members who speak Chinese and Spanish. Since the major language group is Spanish, we have teachers to interpret in Spanish during school activities. Notices announcing special events will be translated into the parents' preferred native languages, and interpreters will be available to answer questions that the parents may ask upon request. We utilize the Language and Interpretation Unit for written translation and oral interpretation services. This will provide parents with understanding of their child's academic performance and how to help improve their child's achievement at school. Our school plans ahead to make sure that all request for translations is done at the same time as English documents. There is a list of our school bilingual staff in the main office who can be call upon to interpret.

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.

We will make sure that the school's calendars and notices are translated in a timely manner to ensure that parents who needs them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee, parent volunteer or translator so that translation services will be provided. As per A-663 we will provide each parent whose primary language is a covered language and who requires assistance. service with a copy of the Bill of Parent Rights and Responsibilities in the main office, and the parent coordinator's office. We will make sure that school calendars' and notices are translated in a timely manner to ensure that parents who need them actually receive them. At the present time we have enough staff members to accommodate our translation needs. We do have signs in the lobby of our school advertising such services.

Part D: Training Staff on Policies and Procedures

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

There are staff trained at Red Hook Neighborhood Shool that provide translation services. Furthermore, the ENL teacher is fully bilingual and is always available to help the families if needed. Brochures are available in the main office and the parent coordinator's office in the different language. Teachers are awared that there are over the phone translation services. All teachers and staff receive a copy of th "I speak' card which includes the phone numberfor over the phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

As per Chancellor's Regulation A-633, our school fulfills the parental notification requirements by having a welcome poster in the different languages represented at our school . All these documents are located at the appropriate places to help parents feel comfortable in their home language.All notification documents can be found at the Translation and Interpretation Unit's intranet site.

Part F: Monitoring and Quality Control

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

At the conclusion of each meeting we ask parents to complete a survey that identifies needs as well as future support that is needed. We utilize this feedback to plan for future training. We are working on getting a focus group with the Parent Coordinator and parents who speak the different languages represented of our school to gather feedback and best practices.