



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

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

**03M054**

**School Name:**

**J.H.S. 054 BOOKER T. WASHINGTON**

**Principal:**

**ELANA ELSTER**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Booker T. Washington MS54 School Number (DBN): 03m054  
Grades Served: 6-8  
School Address: 103 West 107 Street, New York, NY 10025  
Phone Number: 212-678-2861 Fax: 212-316-0883  
School Contact Person: Elana Elster Email Address: [eelster@schools.nyc.gov](mailto:eelster@schools.nyc.gov)  
Principal: Elana Elster  
UFT Chapter Leader: Anne Marie Nowak  
Parents' Association President: Christine Annechino and Diane Brush  
SLT Chairperson: William Reinisch and Erica Williams  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 03 Superintendent: Ilene Altschul  
Superintendent's Office Address: 154 West 93 Street, New York, NY 10025  
Superintendent's Email Address: [ialtschul@schools.nyc.gov](mailto:ialtschul@schools.nyc.gov)  
Phone Number: 212-678-5857 Fax: 212-222-7816

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, NY, NY 10011  
Director's Email Address: [ychu@schools.nyc.gov](mailto:ychu@schools.nyc.gov)  
Phone Number: 646.470.0721 Fax: 917.339.1765

## 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)
Elana Elster	*Principal or Designee	
Deirdre McEvoy	*UFT Chapter Leader or Designee	
Christine Annechino	*PA/PTA President or Designated Co-President	
Vernell Simmons	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Susan Samay	Member/ Teacher	
Susan Trout	Member/ Teacher	
Deirdre McEvoy	Member/ Teacher	
Andrew Bergen	Member/ Teacher	
Erica Williams	Member/ Teacher	
Corrinne Bal	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tanya Khotin	Member/ Parent	
Sandra Levy	Member/ Parent	
William Reinisch	Member/ Parent	
Dahlia Doumar	Member/ Parent	
Rose Anne Watson Antsy	Member/ Parent	
Tristam Yale	Member/ Parent	

### 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.

Booker T. Washington Middle School is a sixth through eighth grade middle school located on the Upper West Side of Manhattan. The school provides academic opportunities for students with diverse academic needs. On each grade level, there are accelerated students who by eighth grade begin taking high school courses. There are self-contained classes for students with special needs and an ICT class on every grade level. In addition, students on grade level have the opportunity to accelerate in math as well.

Booker T. Washington prides itself in nurturing the adolescent and providing for his/her intellectual and social growth. A cadre of dedicated educators are committed to ensuring that the students gain the tools they need to succeed. Students have opportunities to get additional support both before school and after school. In addition, a wide range of extra-curricular activities enhance the school program.

During the 2014-2015 school year, the teachers focused on building strong teams. Working collaboratively, they revised the curriculum maps for each department and grade level and planned for common assessments. This work will continue to be our focus in the coming year.

### 03M054 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	813	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	20	# Music	23	# Drama
				3
# Foreign Language	25	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	2.7%	% Attendance Rate		95.8%
% Free Lunch	23.9%	% Reduced Lunch		2.0%
% Limited English Proficient	2.3%	% Students with Disabilities		12.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		13.7%
% Hispanic or Latino	14.4%	% Asian or Native Hawaiian/Pacific Islander		8.5%
% White	59.6%	% Multi-Racial		2.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.67	# 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)		7.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		4.63
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	74.2%	Mathematics Performance at levels 3 & 4		78.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		8.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		97.2%
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		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	H
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>The NYC School Survey 2013-2014 indicated that when asked about the instructional core:</p> <p>Parents responded as follows: (very satisfied or satisfied)</p> <p>Gives my child meaningful assignments that help him or her learn. (97)</p> <p>The education my child has received this year. (98)</p> <p>The overall quality of my child’s teachers this year. (97)</p> <p>Students responded as follows:</p> <p>Help me approach challenges by suggesting new strategies that I can use. (92)</p> <p>Help me reflect on my strengths and learn areas that I can improve in. (90)</p>		

Are teaching me the organizational skills and work habits (like note-taking and keeping track of assignments) that I need to succeed in school. (90)

make me excited about learning. (67)

Teachers responded as follows:

School leaders place a high priority on the quality of teaching. (97)

Educates students with disabilities in the least restrictive environment appropriate. (92)

Has clear measures of progress for student achievement throughout the year. (95)

Uses assessments that are relevant to my daily instruction. (87)

Use multiple forms of student achievement data to improve instructional decisions. (97)

My school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level (i.e., how to persist through challenges and reflect on their learning). (97)

Teaching students the organizational and study skills needed to succeed in and be prepared for their next grade level. (97)

## **Part 2 – Annual Goal**

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

By June 2016, every academic department will develop at least two collaborative assessments aligned to the Common Core Learning Standards in order to improve instructional practices.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will develop these assessments and the rubrics as part of the work done during their professional development time.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Each teacher will assign/administer the agreed upon assessment.</p>
<p>Parents will be informed about these assessments. Parents will also receive their child’s results on them.</p>	<p>Parents</p>	<p>September 2015–June 2016</p>	<p>Subject Teacher</p>

**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.

Professional development time each week.

Curriculum maps and instructional units in each subject area.

Team Leaders

**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		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**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.

The teachers will both work to develop, refine and review these assessments. By January, one of the assessments will have been created, assigned, graded and reviewed.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
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.	H
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.	H
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Booker T. Washington is characterized by a culture that values academic achievement and prioritizes supporting students during these transitional adolescent years. This support includes academic social and emotional support. Students support each other to excel. This is evidenced by the importance students place on being on the High Honor or Honor Roll and on their academic achievements. Most students feel safe taking intellectual risks – they participate in class and seek out academic support when they need it. High attendance rates demonstrate the importance the students and families place on coming to school. Emphasis on every grade level is placed on the development of skills that are needed for success in high school, college and beyond.</p> <p>In the 2013-2014 School Survey, parents, teachers and students responded as follows to questions about the school culture:</p> <p>95% of parents were satisfied or very satisfied with the School Culture</p> <p>How do parents feel about the school’s learning environment?</p> <p>My child’s school...</p> <p>keeps me informed about what my child is learning. (92)</p>		

keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school. (95)

makes me feel welcome. (95)

communicates with me in a language that I can understand. (99)

is responsive to parent feedback. (93)

has teachers who are interested and attentive when they discuss my child. (98)

has high expectations for my child. (99)

helps keep my child on track for college, career, and success in life after high school. (94)

communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school. (90)

is kept clean. (98)

my child is safe. (99)

there is an adult whom my child trusts and can go to for help with a problem. (97)

students with disabilities are included in all school activities (lunch, class trips, etc.) (94)

teachers and staff treat all students with respect. (93)

How do students feel about the school's learning environment?

believe that all students can do well in school. (96)

that I see every day know my name or who I am. ( 82)

care about me. ( 88)

**DBN:**

96% of teachers were satisfied or very satisfied with the School Culture

encourages open communication on important school issues. (100)

sets appropriately high expectations for student work in their classes. (100)

the professional staff believe that **all** students can learn, including English language learners and students with disabilities. (97)

I usually look forward to each working day at my school. (97)

I wouldn't want to work in any other school. (90)

I would recommend my school to parents seeking a place for their child. (100)

My school communicates effectively with parents regarding students' behavior. (97)

My school communicates effectively with parents about their child's progress. (100)

My school encourages parents to participate in their child's education. (100)

order and discipline are maintained. (100)

I can get the help I need to address student behavior issues. (100)

I am safe. (97)

crime and violence are a problem. (92)

students are often harassed or bullied in school. (92)

adults treat students with respect. (97)

most students treat adults with respect. (97)

students with disabilities are included in all school activities (lunch, class trips, etc.). (97) **Your School's**

students' use of alcohol and illegal drugs or abuse of prescription drugs is a problem at my school. (95)

here are conflicts based on differences (race, color, creed, ethnicity, national origin,

citizenship/immigration status, religion, gender, gender identity, gender expression,

sexual orientation, disability or weight). (72)

gang activity is a problem in school. (97)

My school is kept clean. (95)

providing information about the application/enrollment process to their next school

level (middle, high, or college) to students. (100)

#### **Question Survey Results School DBN:**

87% of students were satisfied or very satisfied with the School Culture

At my school...

I need to work hard to get good grades. (97)

I feel welcome. (89)

I am safe in my classes. (96)

I am safe in the hallways, bathrooms, locker rooms, and cafeteria. (89)

I am safe on school property outside the school building. (82)

there are clear consequences for breaking the rules. (90)

there is an adult whom I trust and can go to for help with a problem. (83)

students with disabilities are included in all school activities (lunch, class trips, etc.). (91)

most adults treat all students with respect. (80)

treat each other with respect. (73)

treat adults with respect. (79)

respect students who get good grades. (82)

### **Your School's Question**

These questions related to safety, connections with adults, treatment of others and the relationships they forge with others including teachers and peers. Included in this category are also questions related to academic expectations and behavioral expectations.

### **Part 2 – Annual Goal**

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

By June 2016, 85% of the students in the school, as measured by attendance records, will have attended Early Academy in order to get help with an academic or social/emotional help from a member of the faculty.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Students will be offered academic support both before school (Early Academy) and after school (homework help.)</p>	<p>Students who self –identify as needing support and those whom the teachers identify as needing support.</p>	<p>September 2015 -June 2016</p>	<p>Administration and teachers</p>
<p>Parent support of this goal will be sought during orientation sessions, parent engagement sessions and through parent-teacher contact.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers and Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Early Academy scheduled into the school day.											
Administrators, guidance counselors, teachers and parent coordinator											
Additional time for students to get academic assistance after school.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Attendance records will be monitored in January 2016 to assess how many students have participated in Early Academy and afternoon homework help. By January, at least 60% of the students should have reached this goal.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	H
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
The NYC School Survey 2013-2014 indicated that teachers said:		
Teachers in my school work together on teams to improve their instructional practice. (97)		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, the teachers will collaborate to enhance their units of study with lessons aligned to the Common Core Learning Standards and as measured by their work on at least two.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Collaboration among teachers will improve the level of instruction.</p>	<p>Teacher teams</p>	<p>September 2015 – June 2016</p>	<p>Teachers</p>
<p>Teachers of students with disabilities and ELLs will ensure that the lessons contain modifications and support for those students.</p>	<p>Special Education teachers and ESL teacher</p>	<p>September 2015 – June 2016</p>	<p>Teachers</p>
<p>Units of Study will be shared with the students and parents in order to provide them with an understanding of the course of study.</p>	<p>Students and Parents</p>	<p>September 2015 – June 2016</p>	<p>Teachers</p>

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January, the revisions of one curriculum unit will be completed. A revised Google Document will track the progress and a folder that accompanies it will contain the lessons and resources for the unit.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>The NYC School Survey 2013-2014 indicated that teachers said:</p> <p>Overall, my professional development experiences this school year have been sustained and coherently focused, rather than short-term and unrelated. (69)</p> <p>My professional development experiences this school year have provided me with content support in my subject area. (56)</p> <p>Overall, my professional development experiences this school year have helped me shift my practice to align to the Common Core Learning Standards. (84)</p> <p>Overall, my professional development experiences this school year have helped me to meaningfully use technology in the classroom. (75)</p> <p>The principal at my school communicates a clear vision for our school. (100)</p> <p>School leaders place a high priority on the quality of teaching. (97)</p>		

The principal at my school knows what's going on in my classroom. (95)

The principal at my school makes clear to the staff his or her expectations for meeting instructional goals. (95)

School leaders provide time for collaboration among teachers. (95)

My school. offers a wide enough variety of programs, classes, and activities to keep students engaged. (97)

The principal of my school participates in instructional planning with teachers. (89)

The principal of my school is an effective manager who makes the school run smoothly. (97)

The principal of my school gives me regular and helpful feedback about my teaching. (92)

The principal at my school encourages open communication on important school issues. (100)

To what extent do you feel supported by the following people?

Your principal. (97) Assistant principals at your school. (100)

In the Principal's Performance Review on January 22, 2015, the Superintendent noted the following areas of celebration:

-The principal makes strategic organizational decisions around budget, personnel and scheduling time for student support and team meetings to support the school's instructional goals and increase student achievement.

- School leaders support the development of teachers with frequent classroom visits, peer support and effective feedback identifying strengths and next steps to elevate instructional practice.

- School leaders establish a culture for learning and communicate high expectations to the entire staff. These expectations are clearly articulated to families and ensure that all students are on a path to college and career readiness.

The following areas were noted for further development:

-Across classrooms teaching practices are aligned to the Danielson framework however enhance the teaching strategies to ensure that appropriate supports and scaffolds are in place so that all students are challenged and demonstrating higher-order thinking skills.

-Continue to strengthen assessment practices so that teachers consistently utilize common assessments and checks for understanding to make effective adjustments to meet all students' learning needs and demonstrate increased mastery.

-There has been progress made in the development of the teacher teams and the use of distributive leadership to provide opportunities for greater teacher voice. Continue to ensure that teacher teams consistently analyze student work and data resulting in progress for all learners.

## **Part 2 – Annual Goal**

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

Between September 2015 and June 2016 with Professional Development Committee made up of members of the faculty and administration will meet five times to develop and implement a professional development plan that meets the needs of the faculty and results in an increase in student engagement.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>A Professional Development Committee will be formed by the end of the school year.</p>	<p>Teachers</p>	<p>June 26, 2015</p>	<p>Principal and UFT Chapter Chair</p>
<p>The committee will be made up of teachers who teach a cross section of subject areas and levels.</p>	<p>Teachers</p>	<p>September 2015</p>	<p>Principal and UFT Chapter representatives</p>
<p>This committee will ensure that the teachers are consulted about planned activities and that the</p>	<p>Teachers and Administrators</p>	<p>September 2015-June 2016</p>	<p>Entire Faculty</p>

activities address teacher needs and desires.			

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Minutes and agenda from meeting as well as the minutes and agenda from professional development sessions will be assessed in January as will Danielson ratings to ensure progress.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
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.	H
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>At Booker T. Washington, parents are seen as integral partners in helping students learn. Family involvement and input is valued by the school. There is an expectation that a strong and open line of communication will exist between the school and the families. This partnership between home and school supports our students and helps to ensure their success.</p> <p>Booker T. Washington is proud of the multiple ways parents are involved in the life of the school.</p> <p>Parent have diverse opportunities to take part in the school. These include:</p> <p>Serve on and/or participate in the Parent Teacher Association and PTA sponsored events</p> <p>Serve on and/or participate in the School Leadership Team</p> <p>Attend the weekly Parent Engagement Meetings</p> <p>Parents are invited into school to observe classes during Open School Week</p> <p>Parents are invited to attend events at the school including: musical recitals, music concerts, student performances, class celebrations, etc.</p> <p>Chaperone Field Trips</p>		

Class breakfasts

Lend their expertise to the educational program by serving as speakers and/or resources for various classes

Host groups of students for Booker T. Day or in connection with units being studied

Parent communication with the school about their child's academic achievement include:

Parent Orientation Program at the start of the year

Back-To-School Night

Progress Reports (4x year)

Report Cards (4x year)

Parent Conferences (2x year)

Communication with teachers, Student Coordinator, administrators

Parents are kept informed about school related programs through:

Weekly emails from the school

The [www.ms54.org](http://www.ms54.org) school Website

Emails through Jupiter Grades

Automated phone call system

In the 2013-2014 School Survey, parents responded as follows to questions about the school:

96% were satisfied or very satisfied with the Instructional Core

The school:

keeps me informed about what my child is learning. (92)

keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school. (95)

makes me feel welcome. (95)

communicates with me in a language that I can understand. (99)

is responsive to parent feedback. (93)

has teachers who are interested and attentive when they discuss my child. (98)

has high expectations for my child. (99)

helps keep my child on track for college, career, and success in life after high school. (94)

communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school. (90)

94% were satisfied or very satisfied with the Systems for Improvement

The school:

makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways. (95)

offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school. (93)

gives my child extra help when he or she needs it. (95)

keeps me informed about my child's academic progress. (99)

95% were satisfied or very satisfied with the School Culture

The school:

attended a parent-teacher conference? 97%

attended a Parent Association/Parent Teacher Association (PA/PTA)

meeting? 70%

communicated with school staff about your child's academic progress? 76%

Community Resources enrich the life of the school. These include:

The Harlem Children's Zone Beacon After School Program (operates six days a week at the school from 3:30PM-8:30PM)

Partnerships with the Ryan Health Center, St. Lukes, Columbia University (Debate and other resources) New York University (America Reads tutors,) and cultural institutions in New York City

Local businesses support the school through donations of resources.

## **Part 2 – Annual Goal**

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

By June 2016, the school will engage 100% of the parents in at least one school program such as a PTA event, Parent-Teacher Conference, New Parent Orientation Session, Individual Planning Conference, Back-To-School Night or class breakfast.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Initial Parent-School Events:  September Grade Orientation Sessions  Back-To-School Night  Class Breakfasts</p>	<p>Parents</p>	<p>June 2015-September 2015</p>	<p>Parent Coordinator and Administration</p>

<p>Opening PTA Meeting</p> <p>Outreach to parents will include:</p> <p>Several emails from the school</p> <p>Posting on the <a href="http://www.ms54.org">www.ms54.org</a> website</p> <p>Emails through Jupiter Grades</p> <p>Automated phone call</p> <p>Letters sent to parents who do not have email information on file.</p>			
<p>Monthly/Weekly Programs for Parents</p> <p>Parent Engagement Meetings (weekly)</p> <p>Parent Teacher Association Meetings (monthly)</p> <p>School Leadership Team (monthly)</p> <p>Outreach to parents will include:</p> <p>Emails from the school</p> <p>Posting on the <a href="http://www.ms54.org">www.ms54.org</a> website</p> <p>Automated phone call</p> <p>Letters sent to parents who do not have email information on file.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p> <p>Administration</p> <p>Parent Teacher Association</p> <p>School Leadership Team</p>
<p>Teacher Conferences</p> <p>Parent Teacher Conferences (November and March)</p> <p>Parent Teacher Conferences – including phone</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers and administration</p>

<p>conferences, email exchanges, and letters (as needed)</p> <p>Outreach to parents will include:</p> <p>Emails from the school</p> <p>Posting on the <a href="http://www.ms54.org">www.ms54.org</a> website</p> <p>Automated phone call</p> <p>Letters sent to parents who do not have email information on file.</p>			
<p>Special Events for Parents</p> <p>Parents are invited into school to observe classes during Open School Week</p> <p>Parents are invited to attend events at the school including: musical recitals, music concerts, student performances, class celebrations, etc.</p> <p>Chaperone Field Trips</p> <p>Class breakfasts</p> <p>Lend their expertise to the educational program by serving as speakers and/or resources for various classes</p> <p>Host groups of students for Booker T. Day or in connection with units being studied</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parents</p> <p>Teachers</p> <p>Administrators</p>

**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.

Administrators – including assistant principal and student coordinator

Scheduling resources – including school bookings, an electronic grading system

Communication systems – such as website, listserve and automated phone system

Financial resources of the PTA – in order to provide for speakers, refreshments

Human resources of the parent body – in order to volunteer their time and expertise

Secretarial support and resources to assist

**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		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

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

By January 31, 2016, the administration will assess records to evaluate the school’s progress towards reaching this goal.

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State Assessments, MOSLs and Classroom Performance and Assessments	Wilson, Great Leaps, Basic Writing, Rewards, Options	Small group instruction.	Early Academy (before school)  After school homework help is available for all students in order to support their academic achievement.
<b>Mathematics</b>	State Assessments, MOSLs and Classroom Performance and Assessments	Prentice Hall Intervention Kit	Small group instruction.	Early Academy (before school)  After school homework help is available for all students in order to support their academic achievement.
<b>Science</b>	Classroom Performance and Assessments	Direct Instruction	One-to-One	Early Academy (before school)  After school homework help is available for all students in order to support their academic achievement.
<b>Social Studies</b>	Classroom Performance and Assessments	Direct Instruction	One-to-One	Early Academy (before school)  After school homework help is available for all students in order to support their academic achievement.

<b>At-risk services</b> ( <i>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	<b>Referrals from Teachers, Dean and Administrators</b>	Counseling services by Guidance Counselor, School Psychologist, Social Worker or Health Clinic	Individual intervention by the school psychologist, individual and group sessions by the social worker and guidance counselors.	During the school day.
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

Describe the 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).

### 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.).

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

### **School-Parent Compact (SPC) Template**

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>54</b>
School Name <b>Booker T. Washington MS 54</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Elena Elster</b>	Assistant Principal <b>Laura Lynch Geraghty</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>William Spadaro-Burn</b>	School Counselor <b>Darlene Collet</b>
Teacher/Subject Area <b>Timothy McGonagle, Special Ed</b>	Parent <b>Diane Brush</b>
Teacher/Subject Area <b>Elizabeth Hoffman, Special Ed</b>	Parent Coordinator <b>Anne Pejovich McIntosh</b>
Related-Service Provider <b>Marisol Rosario</b>	Borough Field Support Center Staff Member <b>Maria Broughton</b>
Superintendent <b>Ilene Altschul</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	850	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	14	<b>Newcomers</b> (ELLs receiving service 0-3 years)	1	<b>ELL Students with Disabilities</b>	13
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	10

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	1	0	0	3	0	3	10	0	10	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

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

**Number of ELLs by Grade in Each Language Group**

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

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total								1						0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

The NYSESLAT results indicate that our students are strong in making the necessary progress in syllables and identifying initial and final consonants, as well as vowel recognition and blends. The students continue to have difficulties in connecting sounds to produce proficiency in spelling. In addition, the students have most difficulty with reading comprehension and writing expression. In the native language assessments, most of the students are performing on level. Those students that are performing below grade level are current new arrivals (entering ELLs).

Based on the students' scores, the school leadership and teachers are aware of the students' strengths and weaknesses. With the data, the ESL teacher has created lesson plans in Reading, Writing, Listening, and Speaking, so instruction can be targeted to areas of need. The lessons are differentiated with various activities for students to complete at their level. In addition, the school leadership has used these assessments to decrease the ESL teacher student ratio, determined priority topics for professional development and curriculum choices.

Students that are at a Transitioning or Emerging level in reading and writing, are often at the same level in listening and speaking. Their learning in the different modalities appears to progress at the same pace. With long-term ELLs in the higher grades, the gap between proficiency in reading/writing and listening/speaking is wider.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The data reveals that across grade levels, most of our ELLs are advanced in listening and their lowest overall modality is in writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 

The weakest area of the ELLs is in writing. Thus, we have instituted the Judith Hochman Basic Writing Program in an effort to address that particular modality. Additionally, the data reveals that these students are not at grade level for reading and benefit from AIS

services.

4. 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?

In comparison to their peers at this school, the ELLs are not scoring dramatically different from their peers. On both the ELA and math state tests, the ELLs are scoring below grade level. The school is uses the data from all the assessments to plan for student interventions and instruction and to determine student groups. The baseline assessments given have shown that the students are most weak in vocabulary, reading comprehension, and writing.

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

6. How do you make sure that a student's new language development is considered in instructional decisions?  
We believe that work in writing, reading, and vocabulary, will further support both second language development and native language development. Differentiated strategies will be used to help scaffold the lessons. Teachers of ELL students will receive on-going professional development to help them design instruction to help support their language development.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
In order to evaluate our program, we focus on the students' performance on the NYSESLAT, the State Exams and on their Classroom Performance (report cards).

## 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.

In our school when a family comes to register and they indicate that it is the first time the child is registering in a NYC public schools; the pupil accounting secretary (Gladys Cruz) does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history or that the student did not previously attend a NYC public school and a HILS was not fill out. If the child attended a school in NYC public school system then the pupil accounting secretary reaches out to the school he/she attended to retrieve his/her records.

If the child is identified, then the ELL coordinator (Stephanie Aronoff) interviews the parent and assists the parent in filling out the HILS. If there is a need for a translator, the school provides one. If there is no staff member who can translate, the translation unit is called to assist with translation. The child is placed is then placed in a class. The parent is notified of such process at the time of registration.

After the HLIS is filled out, the ELL

coordinator determines if the child needs to be given the NYSITELL and examines their HILS. The NYSITELL is administered to the student by either Stephanie Aronoff or William Spadaro-Burn, within ten school days from registration date (including scanning.)

The ELL Coordinator uses the LABR results and parent(s)'s interview to determine if the student needs ESL services.

Parent (P C ) is notified if needed. Within a week, the P C (Anne Pejovich) and ESL teacher (Mr. Spadaro-Burn) invite the parent(s) to an orientation for ELLs parents. ESL teacher informs parents of their rights as parents of students who speak another language other than English. Translation is provided for the parents.

At the Parent's Orientation, the parent(s) fill(s) out a program selection form. If the parent selects anything other than ESL (the only program offered at the school), the parent is inform that the program is not offered at the school. The parent will be informed of their options: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and apt for the second choice until their following the school has the appropriate number of request to open the program they've selected. For parents who do not attend Parent's Orientation Meeting, a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.

Student, is put on a list, which is kept by ELL coordinator, of students who must take the NYS ESL AT. When it's time to meet for the first time, the NYS ESL AT, the NYS ESL AT is printed from ATS and compare to the ELL coordinator list and discrepancies are corrected. Any student who was entitled as per the HILS and NYSITELL take the NYSESLAT test every year.

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).

When students come to the school to enroll, the ELL coordinator or ENL teacher, meets with the family and gives them the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS) and conducts an informal interview to learn about the child's schooling. The information gathered will be combined with an evaluation of the students' work lead to a determination. Initial SIFE status will be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). The initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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

If a student is entering school with IEPs (from within the United States) the determination is made by the the Language Proficiency Team (LPT). The LPT is comprised of

- The principal (Elana Elster) or Assistant Principal (Laura Lynch Geraghty)
- A related service provider with a bilingual extension (Marisol Rosario) and a teacher of English to speakers of other languages (William Spadaro-Burn)
- The coordinator of special education (Stephanie Aronoff)
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands will be

present at each meeting of the LPT. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200 which includes assessments administered in the student's home language and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The LPT will use this evidence to make a determination as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL   If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review • The principal must accept or reject this recommendation o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student  
o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

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 ELL Coordinator is responsible for generating and mailing the letters and in notifying the parent via email or phone. The letter is written in the parents' preferred language.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
The entitlement and non-entitlement letters that the parents receive explain the process for appealing the ELL status.
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 ELL Coordinator or ENL teacher meets with families to explain the options. Together with the parents, she schedules a time during the following week for them to come for a parent orientation. The parent coordinator works with the ELL Coordinator to ensure that the parents attend. The school will provide the parent with an opportunity to see the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English will be recorded on sign-in sheets. The school will also provide information on standards, curriculum, and assessments. The orientation will be in a language that the parent or guardian best understands. Afterwards, the school will provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student will be placed in ENL. The parents will be told that this is the only option at this particular school, although if they would like another option, contact will be made with the enrollment center. If a letter is not returned, the parent coordinator will reach out to the family. The pupil accounting secretary is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The Parent Survey & Program Selection Form will be put in the student's permanent record.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Follow up contact is made by the family worker and then by the parent coordinator. This is done until the forms are returned. All contact in writing and by phone will be done in the parents' preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
If the parent comes to the school, he/she will be given the forms to complete and return at that time. If not, they are sent home by mail. If the parent does not respond, the family worker follows up with the parent. All contact in writing and by phone will be done in the parents' preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement parent notification letters are sent home by mail. If the parent does not respond, the family worker follows up with the parent. All contact in writing and by phone will be done in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documentation is maintained in the students' cumulative folder. Alana Aquino Bodre is the family worker who is responsible for the records.

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

The LABR report will be generated in ATS to determine who will take the NYSESLAT exam. The ELL Coordinator oversees the administration of the NYSESLAT exam. This is supervised by the testing coordinator, the Assistant Principal. The testing coordinator will ensure that all sections will be completed. If the student is absent, the family worker will reach out to the family to ensure that the student will take a make-up exam. Make-up exams are given by the ELL Coordinator.

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

These letters are prepared and mailed home to the parents, in the parents' preferred language by the Pupil Accounting Secretary. They are followed with by a call from the family worker.

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).

All parents select the ESL/ENL program. This is the only type of program offered in the school. Since District Three is a choice district, this information is given to the parent during every step of the process. The enrollment center in District Three, explains this to the parents when they seek a placement for their child. Since parents have not asked for a different model over the last six years, there is no plan to adjust the programming.

## 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.

Booker T. Washington offers the following ENL programs:

- Stand-alone ENL instruction aimed at developing English language skills so that students can succeed in core content courses. This is taught by a certified ENL teacher. The groups are formed by students with the same level.
- Integrated ENL instruction is delivered by the a certified ENL teacher and a certified content area teacher. Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. These groups are formed by grade level and class assignments.

- 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)?

Beginner, Entering, Low Intermediate and Emerging receive a total of 360 minutes. Beginner and Entering students receive 180 minutes in standalone ENL and 180 minutes in integrated ENL/ELA. Low Intermediate and Emerging students receive 90 minutes in standalone and 180 minutes in integrated ENL/ELA. The remaining 90 minutes can be in either standalone or integrated. Students who are intermediate or transitioning will receive a total of 180 minutes, with 90 minutes being integrated ENL/ELA and 90 minutes being flexible. Advanced students receive 180 minutes integrated ENL/ELA or other content areas.

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.

Since our goal is to make the students reach proficiency in English, we make sure that we provide appropriate materials to support our ELL population. Our ELL students are supported by using: Leveled libraries in Spanish, English and Korean; Balanced

Literacy Books; listening centers; and online resources for language acquisition like Duolingo and additional research tools. The teachers also use balanced literacy writing program where they plan for academic language, use stages of language acquisition, scaffolding strategies, and integrate content and language goals in planning for instruction.

If the child is Entering or Emerging, he/she is serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs, and basic conversational skills. We have specific materials that will support the students' academic needs. Many of our long-term ELLs also qualify for AIS and are students with special needs. The ESL and AIS teacher will examine their test history and communicate with the classroom teachers to identify the specific needs of the child, which is often mastering the academic language. In addition, developing mastery of the academic language promotes improvement in critical thinking skills, reading comprehension and writing skills. A large proportion of our long-term ELLs are deficient in the writing modality indicated with their ELA Test Scores and NYSESLAT results. We use an ESL curriculum focused on the Continental's New York ELLs workbook for writing prompts and vocabulary building. These are used to support the writing in all content areas providing a foundational level of vocabulary acquisition. The ESL teacher also works with the long-term ELLs to support them in the Balanced Literacy Reading and Writing program. While ESL teachers support both the Balanced Literacy block and Continental approaches, they also integrate dictionary skill-building, conventions of writing through real-life experiences, group and independent research, online language applications used both independently and within the group to highlight multiple higher-order thinking activities. Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population.

Newly admitted students are serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing students to the new school, culture, customs and basic conversational skills. Students are mentored by one of their peers who will help them with daily routines and fulfill the schools' expectations.

We have specific materials that will support the students' academic needs. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum.

Students who have passed the NYSESLAT receive AIS or small group instruction during our morning academy for up to two additional years, or longer, if needed.

The ESL teachers and the classroom teachers' work together to provide a model that is best for the students. The school provides an ESL schedule ensuring they receive the amount of time they are entitled to for ESL services. They are provided with the appropriate amount of instructional time based on their proficiency level indicated on the NYSESLAT test.

Teachers deliver explicit ESL instruction by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails a reading, writing, listening, and speaking component. Teachers plan their lessons based on the ESL and ELA standards; using chants, songs, student decided topics within common core alignment, real-life experiences, researching, listening to various speakers, and learning on the Internet using research tools and language acquisition applications, etc. Teachers use explicit ESL methodologies in their instruction, meeting the ESL standards. Teachers choose multi-cultural texts, fiction, nonfiction, newspapers, and poetry to enhance the students' understanding of the language. Additionally, teachers supplement instruction with technology in their classrooms and in the library, as well as native language dictionaries and native language leveled libraries in their classrooms.

A multi-faceted model with read-aloud, comprehension, vocabulary, fluency, writing, assessment pieces, listening and speaking, research and information skills is used with all ESL learners. In addition, the ESL teachers use bilingual dictionaries to increase English vocabulary with the newcomers during the class period.

In general, Entering and Emerging students show overall strength in listening and speaking English. They can quickly recognize a number of common individual words and learned phrases, in a predictable context and on everyday personal topics. They understand greetings, simple instructions and depend on gestures and other context clues. Additionally, they can understand very basic vocabulary and can understand more complex content with scaffolding and the assistance of visual evidence. Students functioning at this level require extensive assistance to make language comprehensible. Vocabulary is very limited and they have great difficulty producing correct grammar, syntax, or structure. They often use gestures to express meaning or switch to their first language. Additionally, they prefer expressing their responses in simple written form, usually one word, rather than risk the embarrassment of verbal mispronunciations or improper word choice. The ESL teacher utilizes pictures, gestures, peer interaction, and the Whole Language approach to reinforce concept and increase vocabulary. Phonics and basic skills are also taught through the content area and with the assistance of multiple modalities.

At the Transitioning level, students are more comfortable using English. They recognize most topics by familiar terms and phrases and are able to understand the main idea of a moderately demanding oral presentation. They understand a range of common vocabulary and idioms. They can also follow simple and short conversations. At the transitioning level, students start to use a range of grammatical structures. Grammar and pronunciation mistakes are frequent and the students tend to over-generalize grammatical structures. They continuously improve their oral language and communicate comfortably and spontaneously in many situations. They use a variety of vocabulary and are able to incorporate unfamiliar words rather quickly. Their discourse is fluent and they verbally master grammatical structures. They can be understood by listeners and in case of misunderstanding, are able to rephrase their sentence.

At the Expanding level, students demonstrate fluency in listening and speaking. They make presentations; can switch from basic interpersonal conversational skills to cognitive language proficiency. They use sophisticated vocabulary and can use greater language resources to analyze and solve problems to make decisions. They also begin to proficiently use English idioms and everyday phrases. Additionally, they are proficient in using transitional words and phrases within their writing to link multiple ideas and express critical thinking skills effectively.

Based on our school's NYSESLAT scores and additional informal assessments, we have determined that reading and writing presents various challenges for Entering and Emerging ELLs. Their ability is limited to decode and sounding out words. They have few or no practical writing skill in English. These ELLs with high reading and writing skills in their first language are more comfortable transferring those skills to writing in English. They, however, will often spell the words phonetically causing foundationally spelling rules to be overlooked and elementary words to be misspelled. Working with them systematically on spelling and grammar allows them to adapt to the correct spelling very quickly.

As the students improve and move to the Transitioning level, they understand the purpose, main idea, and details of some shorter academic texts. They read word-to-word and understand most words and phrases. They are also able to scan shorter academic texts for specific information and research. They read texts with language that is concrete and factual, with some abstract and technical vocabulary concepts with a focus on nonfictional texts. They are able to effectively convey an idea, opinion, feeling or expression in a single paragraph, though their writing often shows a lack of control over grammar, vocabulary, spelling, and other basic conventions.

As these Transitioning students move into the Expanding level, they adjust their reading rate according to the text. They grasp main ideas, key words and important details in a wide range of social and academic texts. They are able to understand most unfamiliar vocabulary by using context clues, understand the author's purpose, point of view and understanding figurative language. They construct coherent paragraphs on familiar topics, expressing their feelings, opinions and research results with clear main idea and supporting details. They write about a variety of topics. Although they make errors in grammar, spelling, vocabulary, or punctuation, they can clearly communicate the purpose of their writing with general control over their conventions.

For the ESL program, the school uses the small group instructional model to service the students in all grades. Each teacher plans for both language and content in lesson planning. The ESL teacher and the classroom teacher both meet with guided reading groups or confer individually. Guided reading groups and conferring allows for more specialized instruction. All teachers utilize the Reader's Workshop for the Transitioning and Emerging students.

Teachers must plan specifically for language within the structure of the Balanced Literacy mini-lesson to provide for language support for ELLs. Each lesson is planned to provide an opportunity for Listening, Speaking, Reading, and Writing in English. They reinforce listening/speaking skills, reading skills and writing via the student working with individual books as well as authentic literature that provides a balance of fiction and non-fiction, novels and short stories. They also include an audio CD with the recorded stories to build listening and auditory skills for our Entering and Emerging students with a first language other than English and/or Spanish. During the pull-out ESL sessions, Entering and Emerging students will interact with online resources to build their research skills and applications to assist in new language acquisition. The school has also analyzed the NYSESLAT scores by looking at the scale scores in both Reading/Writing and Listening/Speaking. By having a clear visual of the strengths and weaknesses in the modalities, they can plan for further differentiated instruction providing additional scaffolding and skill building sessions in the modality needing the most attention. For example, many of the Transitioning ESL students have a stronger Listening/Speaking skill set than Reading/Writing. Therefore, the teacher has planned for more instruction and practice on conventions and mechanics, as well as vocabulary development, to ensure the students' reading and writing skills will improve.

In addition to the Pearson/Longman Shining Stars Series and Continental's New York ELLs Series, the students use the same curricular materials as the non-ELL students. The curriculum aligns with the Common Core State Standards. Yet, the teacher provides the

students with additional support with scaffolding to ensure they have access to the material. They also use the Wilson resources, Great Leaps, basic Writing and Rewards as part of their program. Lastly, they will utilize Duolingo, an application that will allow the students to further their language acquisition while away from school with the use of a login and Internet access. In addition to supporting language acquisition, the application will provide data on vocabulary and grammatical structure mastery for the ESL teacher to analyze and improve on the lessons catering to the specific needs for the pull-out instruction sessions.

Every student is evaluated on an individual basis to determine what class structure will best serve their educational needs. For students with disabilities, their IEP is followed and the IST is consulted to determine how to best support them.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
ELLs will be assessed in their home language in January and May.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
All ELLs will take periodic assessments twice during the year and will take the NYSESLAT in all four modalities.
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 statusInstruction will be differentiated for students of all levels.
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 principal will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. She will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student.
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?

Once we had a comprehensive diagnostic, we began to provide Academic Intervention Services (AIS) and English as a Second Language (ESL). The school's intervention team along with their teachers, determines an individualized plan to meet their needs. The students are placed in the ESL class, but are given an age-appropriate class for social studies, science, and math. Thus, they are given instruction appropriate to the state testing; especially for 8th grade students. This also allowed the students to get the age-appropriate developmental and social skills that are needed to be addressed.

The parents, along with the support of the AIS team and ESL teachers, provide support for the student. The AIS and ESL services are comprised of only small groups working to support the students' needs.

The student's progress is tracked and monitored on a quarterly basis to ensure that the services are meeting their needs. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum.

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?  
All the ELL students receive targeted intervention during Early Academy Program – on Tuesday and Thursday mornings. Additionally, intervention services, in English, are provided during ELA, math and social studies. Where possible, students are placed in mainstream classes.

Chart

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

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

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

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



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

Chart

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

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

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

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

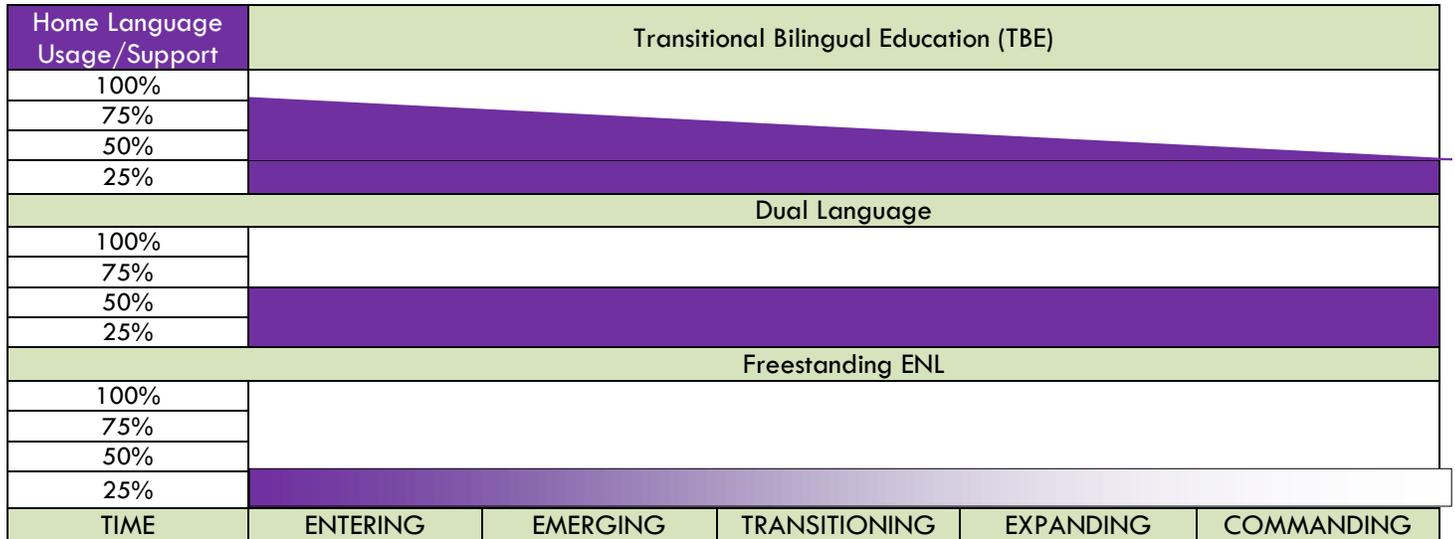


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
**All the ELL students receive targeted intervention during Early Academy Program – on Tuesday and Thursday mornings. Additionally, intervention services, in English, are provided during ELA, math and social studies.**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**The Early Academy Academic Intervention Program targets students who need intervention services. These students are serviced in an individual setting, which allows them a great deal of additional attention and support. Students who come regularly have been shown to make progress as shown on their test score and grade reports. All teacher are aware that they are teachers providing additional support and scaffolding for their students who need additional ESL support.**
12. What new programs or improvements will be considered for the upcoming school year?  
**Students will be encouraged to come for homework help in the afternoon. There they can get support with their classwork after school. The library will also be open to them to use the computers or to get books before school two mornings a week.**
13. What programs/services for ELLs will be discontinued and why?  
**NA**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**All programs available at Booker T. Washington are available to all of the students. These include enrichment programs, after school programs, special events, assemblies and trips.**
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 used to support the ELLs include all curricular resources, lpads, computers and library books.**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**The ENL teacher works with the students to help them connect strategies applicable in both languages.**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**The students are all grouped by grade level.**
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).  
**The school holds an orientations session for all new students. For sixth grade, this is fairly extensive. In addition, every new student is given a buddy to help them adjust to the school. Homeroom teachers also ensure that the student is transitioning well. The parent coordinator reaches out to the family and provides them with support. There is also a parent orientation program as well.**
19. What language electives are offered to ELLs?  
**Students can take Spanish, Latin, French or Mandarin Chinese**
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional development to all teachers of ELLs will be provided by the ESL teacher. This will focus on specific reading and writing strategies to use with the ELLs. In addition, all teachers will participate in schoolwide professional learning activities which focus on pedagogical strategies. Teachers will also attend borough-wide and citywide workshops. Professional Development will take place on the first and third Wednesday of each month.
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?  
All teachers, including the ENL teachers and the teachers of ELLs will participate in learning opportunities which focus on the CCLS and designing lessons which address them.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
All members of the staff will participate in PD focused on working with the ELLs in our school. An orientation program is conducted each September to help the students transition to middle school.
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.

Professional Development requirements will be met by utilizing the ENL teacher and the resources/programs available through the DOE and through the Borough Center. Agendas, materials and sign-in sheets will be maintained as documentation. Addressing the Common Core Learning Standards will be discussed in each session.

## 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?  
Meetings with parents will be scheduled twice a year to review their child's language program, the progress he/she has made and needs to make and to review and/or revise his/her goals. These meetings will take place in December and April. Translation and Interpretation will be provided by the DOE Office and by members of the staff. .
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.  
Records will be kept by the ENL teacher. If parents cannot come into school, the school will arrange a conference call or other means of meeting with the parent.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Among the events that foster parental involvement are Class Breakfasts, Parent Orientation Sessions, Back-To-School Night, PTA Meetings (with translation available) and other parent-sponsored social events. The parent coordinator will reach out to parents and ensure that they have the translation and interpretations services that they need..
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The Harlem Children Zone , our CBO, does provide workshops for families of ENLs, they provide mentors for the students and outreach to the families.
5. How do you evaluate the needs of the parents?  
The ELL Coordinator and the Parent Coordinator assess the needs of the parents through direct interviewing and informal interactions with the families.
6. How do your parental involvement activities address the needs of the parents?  
The parent involvement activities include activities that include learning about the curriculum, the culture of the school and the school's procedures and regulations. Through the parent involvement activities, parents have an opportunity to meet the various members of the administration and staff.

#### **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.

NA

## **Part VI: LAP Assurances**

School Name: **Booker T. Washington**

School DBN: **03m054**

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)
Elana Elster	Principal		10/30/15
Laura Lynch Geraghty	Assistant Principal		10/30/15
Anne McIntosh	Parent Coordinator		10/30/15
William Spadaro-Burn	ENL/Bilingual Teacher		10/30/15
Diane Brush	Parent		10/30/15
Stephanie Aronoff/Special Ed	Teacher/Subject Area		10/30/15
Marisol Rosario/Spec Ed	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
Darlene Collet	School Counselor		10/30/15
Ilene Altschul	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 03m054**      **School Name: Booker T. Washington**  
**Superintendent: Ilene Altschul**

**Before you begin, please check the following:**

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

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

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

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

---

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.

We use data available in ATS and in the permanent record folders of incoming students to determine the primary language spoken by parents. Data is collected from sources such as Home Language Identification Survey, Blue Emergency Contact Cards, ATS Report of Preferred Languages, Parent Surveys, Teacher Survey

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

The most predominate need is for translation into Spanish. We have sent out translated material in Spanish to all of our families. We have also let all parents know through written, translated material, that language support and translation is available in all languages. We have used the materials provided by the DOE Translation and Interpretation Unit.

## 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.)

September: Welcome Packet includes letters, calendars and school policies. This will be sent for translation at the end of July. Periodically throughout the year: notices of upcoming events and information. Translation services will be requested four weeks before each event and/or the dissemination of materials.

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

Parent-Teacher Conferences, Back-To-School Night, Class Breakfasts, Concerts and Recitals. Academic Conferences. In addition to on the phone translation services, Darlene Collet, Martin Rosario, Susan Trout, Susan Samay, Donivan Barton are able to serve as translators.

## Part C: Providing Language Assistance Services

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

The school will make use of the Translation and Interpretation Unit and the staff for document translation

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school will use staff members to interpret where possible, over the phone interpreters and the services of the Translation and Interpretation Unit.

## 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.)

The staff will be provided with the information at a Faculty conference.

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

---

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

Checklist of Notification Requirements

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

The school will adhere to these regulations.

**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)

The school will conduct a survey of parents to gather feedback.