



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	06M143
School Name:	J.H.S. 143 ELEANOR ROOSEVELT
Principal:	LAKISHA MCDANIEL LUKE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Eleanor Roosevelt School Number (DBN): 06M143
Grades Served: 6-8
School Address: 515 West 182nd Street New York, NY 10033
Phone Number: 212-927-7739 Fax: 212-781-5539
School Contact Person: La Kisha Mc Daniel-Luke Email Address: lmcdani@schools.nyc.gov
Principal: La Kisha Mc Daniel-Luke
UFT Chapter Leader: Marta Medina
Parents' Association President: Abraham Jimenez
SLT Chairperson: Sophia Matos
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Rosana Cabral
Student Representative(s): N/A

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway New York, NY 10033
Superintendent's Email Address: mramire@schools.nyc.gov
Phone Number: 9175273757 Fax: 9175273797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue 8th Floor New York, NY 10001
Director's Email Address: 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)
La Kisha McDaniel-Luke	*Principal or Designee	
Marta Medina	*UFT Chapter Leader or Designee	
Josefina Abreu	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Rosa Cabral	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sophia Matos	Member/ Assistant Principal	
Desiree Lucario	Member/ Teacher	
Jean Marie Ramirez	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Miguelina Manard	Member/Parent	
Maribel Gomez	Member/Parent	
Alexandra Angeles	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

I.S. 143 Eleanor Roosevelt Intermediate School is an intermediate school with 362 students from Grade 6 to Grade 8. The most current statistical information indicates that our school population is comprised, as follows: 1% Black; 96% Hispanic; 3% White; 0% Asian and/or Other. The student body includes 51% English Language Learners; 14% Students with IEPs. 84% of our students are eligible for free lunch.

Our school's accountability status is designated as Local Assistance Plan. This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. The school's most recent School Quality Guide Summary reveals that for all metrics indicated (Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap) our rating was "Approaching Target." It is important to note that our School Quality Review overall rating from May 2014 was Developing but our most recent School Quality Review from February 2015 cited 3 out the 5 "double-weighted" Quality Indicators as Proficient (1.1, 3.4, 4.2).

It is also important to note two trends that impact our ongoing work and these are, as follows: Our overall student population has been decreasing over the past 2 years, with students and families selecting alternate educational options, such as Charter Schools or other middle schools. This trend represents a strong indication that we must create, nurture, and promote our school as one that will be desirable for teenagers and their families and one that will be successful, as measured by our students' perceptions and successes. Our students' average incoming proficiency in both ELA and in Math have decreased since the previous year, based on the students' 4th grade standardized scores. This data must be addressed through a well-developed comprehensive action plan, as we recognize the widening gaps between what students are expected to know and their entry levels of achievement when they enter our school, from Day 1.

Our school's Leadership Team and Parent Association are fully operational and our Parent Coordinator works extensively with families, as needed. We have dedicated financial and human resources to provide in-school guidance support for our students. Our commitment to the social-emotional well-being of our students, many of whom face daunting life challenges, is for us, a critical aspect of supporting all children, but especially important for adolescents, finding their way and finding themselves,

in our intensely pressured and competitive society. We understand the need to prepare our students for college and career readiness and for their success in the 21st century. We are committed to the effective development of well-rounded, competent, and secure children, whose social-emotional growth supports their academic achievement. We are very proud of the many partnerships and services we provide to support the whole child and address the complex and multi-faceted processes of raising physically, socially, emotionally, and academically successful children.

The following are some of our highlighted programs and partnerships that we have established to collaboratively support our school, students, families, and staff's needs:

Yeshiva (Start)-College Students partner with science teachers to co-facilitate STEM modules in variety of science disciplines.

Yeshiva Tutors - IS 143 partners with college students to provide 1:1 support for targeted students who are identified as needing assistance and support, by the classroom teachers.

Alianza, Dominicana-Bell

Columbia Medical & Dental Clinic -provides student with a full range of medical, dental, and mental health services. The dental clinic is also open to the community.

CHAMPS- Middle School sports program that provides students with the opportunity to learn, participate, and compete in a variety of sporting events.

Alianza Dominicana/Catholic Charities - CBO partnership that provides students with academic support through homework help as well as provides a range of extra curricula activities.

MSQI Expanded Day Program —Partnership with TASC providing 6th grade students with targeted support by Harved Ed Lab tutors. In conjunction with the CBO BELL (Building Educated Leaders for Life), students are provided with a variety of extra curricula activities that exposes them to dance, robotics, creative arts, Reach the World program where students explore cultures with student interns via Skype .

The element of the Framework for Great Schools in which our school made the most progress over the past year was our Effective School Leadership. Our school leadership cabinet's commitment to supporting and nurturing staff and teachers' professional growth, leading to improved student achievement has been evidenced by frequent and actionable feedback to teachers, through Advance. Professional Development opportunities have not only been provided through a wide range of forums and related to diverse content, but teachers have provided input and voice into their own professional needs through recommendations to the school's Staff Development Committee; Teacher Teams; teacher reflection forms and questionnaires; and through ongoing, informal professional conversations.

Considering the compelling research about the significance of effective feedback correlating to improved student outcomes and in consideration of supervisory observations and teachers' ratings this year, which highlighted teachers' strengths and areas of need, it is determined that our school's instructional focus for 2015-2016 will continue to be Assessment in Instruction and Feedback to Students (Danielson Framework for Teaching, component 3d), leading to improved student performance and progress. We have invested heavily this year on providing extensive and differentiated professional development for teachers and paraprofessionals in this critical aspect of instruction and understand how continuing this work will strengthen pedagogical practices to yield improved student outcomes.

06M143 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	397	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	4
Types and Number of Special Classes (2014-15)					
# Visual Arts	19	# Music	19	# Drama	N/A
# Foreign Language	7	# Dance	3	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.5%	% Attendance Rate			90.1%
% Free Lunch	79.2%	% Reduced Lunch			0.5%
% Limited English Proficient	47.3%	% Students with Disabilities			21.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			0.9%
% Hispanic or Latino	96.4%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	2.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.18	# of Assistant Principals (2014-15)			3
# 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)			2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.59
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4			5.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			19.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			72.5%
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			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school’s most recent Quality Review findings (February 5, 2015) indicated that our rating for Quality Indicator 1.1 Curriculum was Proficient.</p> <p>The school’s most recent Quality Review (February 5, 2015) indicated that our rating for Quality Indicator 1.2 Pedagogy was Developing, with the following findings: “Teaching strategies inconsistently provide multiple entry points into the curricula for English Language Learners and Students with Disabilities. Across classrooms, teachers inconsistently engage students in higher-order thinking in class discussions.”</p> <p>The school’s most current Middle School Quality Snapshot (2013-2014) indicates that in the area of Student Progress:</p> <p>Improvement on the State English test for All Students was rated “Fair.”</p> <p>Improvement on the State English test for Lowest Performing Students was rated “Fair.”</p> <p>Improvement on the State Math test for All Students was rated “Fair.”</p>		

Improvement on the State Math test for Lowest Performing Students was rated “Fair.”

The school’s most current Middle School Quality Snapshot (2013-2014) indicates that in the area of Student Achievement:

7% met State standards on the State English test. The City average was 27% and the District average was 16%.

5% met State standards on the State Math test. The City average was 29% and the District average was 19%.

The school’s most current Middle School Quality Snapshot (2013-2014) indicates that in the area of Closing the Achievement Gap:

Improvement by student groups on the State English test, compared to other students who scored at the same level last year:

English Language Learners scored “Fair.”

Students with Special Needs scored “Fair.”

Lowest Performing Students scored “Fair.”

Improvement by student groups on the State Math test, compared to other students who scored at the same level last year:

English Language Learners scored “Fair.”

Students with Special Needs scored “Good.”

Lowest Performing Students scored “Fair.”

Movement of students with special needs to less restrictive environments was rated “Fair.”

The priority need for this Capacity Framework Element is to provide consistent instruction, across the school, that is customized, inclusive, motivating, and aligned to the Common Core; to ensure that high standards are established and maintained in every classroom; to ensure that all students are actively engaged in challenging intellectual activity and tasks to develop critical thinking habits and skills.

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, the teaching staff will demonstrate a 5% increase in the component 3D of the Danielson Framework for Teaching as compared to their 2014-2015 rating in that area.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Supervisors will expect and emphasize the best pedagogical practices of the school's Coherent Set of Beliefs About How Students Learn Best, in alignment with the Danielson <u>Framework For Teaching</u> in all professional conversations (Pre and Post Observation Conferences) and Teacher Observations (Formal and Informal), and</p>	<p>All teachers</p>	<p>Beginning October 2015 and continuing weekly until May 2016</p>	<p>Principal, Assistant Principals</p>

feedback to teachers after all observations.			
Teachers will implement coherent Common Core Learning Standards-aligned instruction, including multiple entry points of access for all students to achieve targeted goals.	All teachers	Beginning September 2015 and continuing daily until June 2016	All Teachers, Administrators
Universal Design for Learning and ESL Strategies will be incorporated in teachers' lesson planning and implementation to provide multiple entry points, scaffolds, and extensions in representation of learning and engagement .	All teachers, and especially Special Education, bilingual and ESL teachers	Beginning September 2015 and continuing daily until June 2016	All Teachers, Administrators
Strategies to increase parental involvement include: Parent Workshops to promote literacy development and fluency in Mathematics at home for all grade levels, thus ensuring that parents and teachers think of each other as partners in educating children.	All teachers, parents/guardians	Beginning October 2015 and continuing weekly until May 2016	All Teachers, Administrators, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Administration and Instructional Coaches will provide on-going professional development and feedback to teachers. The schedule will allow for teacher collaboration through weekly common planning periods. Two Peer Collaborative Teachers, one Model teacher and Two Instructional Coaches (Literacy and Math) will also be used to further support teachers. The 80 minute professional development time on Mondays will allow for targeted PD support. In addition, all teachers programs reflect a minimum of two periods to allow for common planning time. 10 Professional Developments day will be set aside to allow for off-site professional development as needed. Money for subs, is allocated to facilitate teacher participation in professional development.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By February 2016,

Supervisors will identify the best pedagogical practices of the school's Coherent Set of Beliefs About How Students Learn Best implemented by teachers, as evidenced by their observation reports. The teaching staff will demonstrate an increase in the component 3D of the Danielson Framework for Teaching as compared to their initial rating in that area at the start of the school year.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Using the 2013-2014 school’s Quality Guide Survey, which reflected that the school was “Approaching Target” in the category of School Environment.</p> <p>According to the 2013-2014 Middle School Quality Snapshot, 93% of parents are satisfied with the education that their child has received.” This was 4% lower than the District average of 97% and 1% lower than the City average of 94%.</p> <p>According to the 2013-2014 Middle School Quality Snapshot, 77% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.” This was 8% lower than District average of 85% and equal to the City average.</p> <p>According to the 2013-2014 Middle School Quality Snapshot, our school’s student attendance was 90%.</p> <p>According to the 2013-2014 Middle School Quality Snapshot, 64% of students say that most students at the school treat each other with respect.” This was 6% lower than the District average of 70% and 7% higher than the City average of 57%.</p> <p>According to the 2013-2014 Middle School Quality Snapshot, 81% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school.” This was 3% lower than the District average of 84% and 3% higher than the City average of 78%.</p>		

The priority need for this element is to ensure that classrooms and school culture are established so that students feel safe, supported, and challenged by their teachers and peers.

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, 80 % of students will participate in and benefit from a wide range of programs and activities that support their social and emotional well-being and prepare them for college and career, as measured by student data, such as: increased daily average attendance from last year; decreased incidents/suspensions; increased after-school participation; increased extra-curricular activities/programs participation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All school constituents will participate in the development and implementation of our school-wide RESPECT FOR ALL to sustain and support respect and dignity of students.</p>	<p>All I.S.143 Staff</p>	<p>Beginning September 2015 and continuing on an ongoing basis until June 2016</p>	<p>Administrators, Guidance Counselor, Dean, All Teachers, Paraprofessionals, Custodial Staff, Kitchen Staff</p>
<p>Guidance Counselors and Parent Coordinator will meet regularly with students and families, throughout the year to track, monitor, and proactively support students' social and emotional growth.</p>	<p>Students and Families</p>	<p>Beginning September 2015 and continuing on an ongoing basis until June 2016</p>	<p>Administrators, Guidance Counselors, Parent Coordinator</p>

Students will participate in Student Council Meetings and plan and enact activities, responding to social and emotional needs of students.	Students	Beginning September 2015 and continuing on an ongoing basis until June 2016	Guidance Counselor in Charge of Student Council, Principal, Teachers, Guidance Counselors, Dean
Teachers and Parents will participate on School Leadership Team committees and subcommittees to address issues of safety and students' well-being.	Teachers, Parents	Beginning September 2015 and continuing Monthly basis until June 2016	Administrators, Teachers, Parents participating on the SLT

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.											
The administration along with two Guidance Counselors, the student advisor, School Based Mental health Clinicians, Attendance Teacher, and Family worker will work together to provided continued support to students as needed. Assemblies and in class presentations will be used to provide additional supports to students social and emotional needs using a variety of resources such as common sense media, respect for all materials.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016: OORs reports, accident reports, attendance reports, after-school program attendance, and extra-curricular program participation will reflect improved student social-emotional growth.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school’s most recent Quality Review findings (February 5, 2015) indicated that our rating for Quality Indicator 4.2 Teacher Teams and Leadership Development was Proficient and an area for celebration.</p> <p>Our school’s most current Learning Environment Survey (2014-2015) reflects 79% of teachers agree and strongly agree that “Overall, my professional development experiences have included opportunities to work productively with my colleagues in my school.”</p> <p>Our school’s most current Learning Environment Survey (2014-2015) reflects 75% of teachers agree and strongly agree that "Overall, my professional development experiences have been sustained and coherently focused, rather than short-termed and unrelated."</p> <p>The priority need for this Capacity Framework Element is to ensure that teachers are committed to the success and improvement of their classrooms and the school; to provide maximum quality opportunities to participate in professional development within a culture of respect and continuous improvement.</p>		

Part 2 – Annual Goal

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

By June 2016, teachers' assessment practices will consistently reflect the varied use of ongoing checks for understanding, student self-assessments, and effective feedback to students so that teachers make effective adjustments to meet all students' learning needs and students are aware of their next learning steps, as measured through forms documenting effectiveness of teacher team meetings, reflection forms documenting workshop effectiveness, and the use of lesson plans and classroom observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All Teacher Teams (Grades and Content Areas) will evaluate student work/assessments weekly, using a prescribed protocol for Looking At Student Work</p>	<p>All teachers, all supervisors</p>	<p>Beginning September 2015 and continuing weekly, on an ongoing basis through June 2016</p>	<p>All teachers, All supervisors</p>

<p>and Common Core Learning Standards-aligned RUBRICS and will meet to share best instructional practices developed during the 2014-2015 school year.</p> <p>Supervisors will expect and emphasize the best pedagogical practices of the school's <u>Coherent Set of Beliefs About How Students Learn Best</u> , in alignment with the Danielson <u>Framework For Teaching</u> in all professional conversations (Pre and Post Observation Conferences) and Teacher Observations (Formal and Informal), and feedback to teachers after all observations.</p>			
<p>All teachers will develop Common Core aligned lessons, as per the Danielson <u>Framework For Teaching</u> , using the evidence of student work to make modifications and revisions to meet the learning needs of diverse sub groups in the classroom.</p>	<p>All teachers</p>	<p>Beginning September 2015 and continuing weekly, on an ongoing basis through June 2016</p>	<p>All teachers, All supervisors, coaches, consultants</p>
<p>All teachers will participate in Professional Development workshops that focus on best practices of using assessments in instruction and providing effective feedback to students, using Common Core Learning Standards RUBRICS (Danielson <u>Framework For Teaching</u> component 3d).</p>	<p>All teachers</p>	<p>Beginning September 2015 and continuing weekly, on an ongoing basis through June 2016</p>	<p>All teachers, coaches, consultants</p>
<p>Actively involve and engage parents in the planning, review, and evaluation of the effectiveness of the I.S. 143's Title I programs, as outlined in the School Comprehension Educational Plan, including the implementation of the</p>	<p>Parents, Administrators, Teachers participating on the SLT</p>	<p>Beginning September 2015 and continuing weekly, on an ongoing basis through June 2016</p>	<p>Parents, teachers, staff, administrators participating on the SLT</p>

school's Title I Parent Involvement Policy and School-Parent Compact.			
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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.											
The Administration (Principal and 2 Assistant Principals) and two Instructional Coaches will provide on-going professional development and feedback to teachers. The schedule will allow for teacher collaboration through a minimum of two weekly common planning periods. The two Peer Collaborative Teachers and Model Teacher will also be used to further support teachers during the common planning time. The weekly 80 minute professional development time on Mondays, will allow for targeted PD support. 10 Professional Developments day will be set aside to allow for off-site professional development.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, supervisors will review and analyze the documentation forms submitted by the Teacher Teams, on a weekly basis, to determine the effectiveness of the Teacher Teams and their growing capacity to rigorously evaluate student work products and make appropriate and effective next instructional steps to improve student performance.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Although the 2014-2015 School Quality Review, conducted on February 5, 2015, did not cite Quality Indicator 4.1 in the findings, our Leadership Cabinet, comprised of the Principal and two Assistant Principals, continually review our Advance feedback and evaluation ratings for teachers to determine patterns, trends, and professional needs, in order to strategically provide appropriate and differentiated professional development support for the teachers. We have noted that our teachers are scoring lower in Domain 3 Instruction (components 3b, 3c, 3d) as compared to their ratings for Domain 2-Classroom Environment (components 2a and 2d). We also see inconsistencies in teaching practices, across the school, that prevent all students from engaging in meaningful and rigorous tasks, activities, and learning.</p> <p>The priority needs for this Capacity Framework Element are to nurture the professional growth of teachers and staff; to develop and deliver instructional and social-emotional support that drives students’ achievement.</p>		

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.

By May 2016, 100% of teachers will receive at least 4-6 observation reports with written feedback from supervisors, based on the evidence-based system of the Danielson Framework for Teaching that focuses on teachers' individual professional goals and improved student learning for all students, including populations of subgroups.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>A minimum number of frequent classroom observations, using Charlotte Danielson's <u>Framework For Teaching</u> and adhering to the guidelines of ADVANCE Evaluation SYSTEM, including option 1 (minimum of 1 Formal Observation plus 3 Informal Observations), Option 2</p>	<p>All teachers, all supervisors</p>	<p>Beginning in September 2015 and continuing on a weekly basis through May 2016</p>	<p>Principal, Assistant Principals</p>

(minimum of 6 Informal Observations) and Option 4 (minimum of 4 Informal Observations)with feedback provided to all teachers within 1 week .			
Pre and post observation conferences between supervisors and teachers and actionable feedback to teachers will focus on pedagogical practices, using Charlotte Danielson’s <u>Framework For Teaching</u> , leading to the improvement of student learning outcomes for all sub group student populations.	All teachers, all supervisors	Beginning in September 2015 and continuing on a weekly basis through May 2016	Principal, Assistant Principals, Teachers
Professional Development opportunities and reflection forms will be provided to all staff, based on the differentiated professional needs of teachers and paraprofessionals to support and strengthen teaching practices to address the diverse learning needs of ELLs and SWDs, as well as high performing students.	All teachers, all paraprofessionals, all supervisors	Beginning in September 2015 and continuing on a weekly basis through May 2016	Principal, Assistant Principals, Coaches, Consultants, Mentors, Teachers
Teachers will share curriculum and instructional expectations with families, as well as providing individual student progress and performance information to families .	All teachers, all families	Beginning in September 2015 and continuing on a weekly basis through May 2016	Teachers, Principal, Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • The administration will provide ongoing, timely, actionable feedback to teachers. • The Two Instructional Coaches will provide professional development and instructional supports through co-planning and co-teaching and modelling in targeted areas during the weekly common planning meeting. 10 Professional Developments day will be set aside to allow for off-site professional development.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016,</p> <ul style="list-style-type: none"> - All teachers will receive at least 3 to 4 observation reports with written feedback or more, as needed based on the evidence-based system of the Danielson <u>Framework for Teaching</u> that focuses on teachers’ individual professional goals and improved student learning for all students, including populations of subgroups.. - All teachers of Special Education students and English Language Learners will implement UDL strategies embedded in their lessons and include language objectives, as well as content objectives, as evidenced by their lesson plans and classroom instruction. - Increase in attendance at parent and family programs, as evidenced by agendas and sign sheets
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>We self-rated by reviewing our 2014-2015 school’s Learning Environment Survey, which revealed the following parent responses, in relation to questions about Strong Family-Community Ties:</p> <p>(Page 20) :</p> <p>Regularly communicates with parents/guardians about how staff can help students. 62% Strongly agree (19%); agree (43%)</p> <p>(Page20) :</p> <p>Teachers communicate regularly with parent/guardians. 59% strongly agree (18%); agree (41%)</p> <p>Teachers work closely with families to meet students' needs. 63%</p> <p>strongly agree (17%); agree (46 %)</p> <p>(Page 20)</p>		

Parents/guardians are greeted warmly when they call or visit the school 72% strongly agree (25%); agree (47%)

School Staff encourage feedback from parents/guardians. 57% strongly agree (15%); agree (42%)

The survey results reflect a varying degree of parental satisfaction in this category of questions but we, as a school believe that we can still improve upon our parental outreach and efforts. Since strong family school partnerships and ties are such critical attributes of successful schools, we will implement our action plans for this goal, as well as embed parental engagement activities within the other goals and action plans that are identified in this CEP.

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, there will be an increase of at least 5% from last year in the number of parents who respond “strongly agree” on the Spring 2016 School Learning Environment Survey, in response to questions related to communication and data.

To create a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

By June 2016, there will be a 5% increase in the number of parents who attend school events, parent-teacher conferences and PA meetings, as compared to the number of parents attending last year, as measured by the Parent Coordinator logs and the school's Learning Environment Survey questions related to parental attendance at school events, conferences and meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Our school's Parent Handbook will include instructional information, including current units of study in all subject areas, with emphasis on Common Core Learning Standards and be shared and discussed at Parents events, such as Breakfasts with the Principal, Open Houses, Curriculum Nights, parent workshops.</p>	<p>Parents, Families, All teachers, supervisors, guidance counselors, parent coordinator</p>	<p>Beginning in September 2015 and continuing on a monthly basis through June 2016</p>	<p>Teachers, Administrators</p>
<p>All teachers will develop quarterly progress reports to be sent to parents to</p>	<p>Parents, Families, All teachers, supervisors, guidance counselors</p>	<p>Beginning in September 2015 and continuing on a weekly basis through May 2016</p>	<p>All Teachers</p>

<p>inform them of their child's academic progress in school. Teachers will enter students' performance data on Jupiter Grades online for parents to track their children's progress and performance.</p> <p>All teachers and staff will actively encourage parental participation in school wide events, through their ongoing communication with families, every Tuesday during Parent Engagement Block time, as well as through other parent-teacher/school communication, including calendars, school messenger, and notices.</p>			
<p>Parent workshops and parent-teacher conferences, throughout the year; focus on diverse needs of the community and its constituents.</p>	<p>Parents, Families, All teachers, supervisors, guidance counselors, parent coordinator</p>	<p>Beginning in September 2015 and continuing on a weekly basis through May 2016</p>	<p>Teachers, Supervisors, Guidance Counselors, Parent Coordinator</p>
<p>Common Core Learning Standards, with examples of student work aligned to the standards, will be shared with parents throughout the year during family curriculum night events.</p> <p>All meetings and activities are scheduled with flexible times to accommodate parents' needs.</p>	<p>Parents, Families, All teachers, supervisors, guidance counselors</p>	<p>Beginning in September 2015 and continuing on a monthly basis through May 2016</p>	<p>Teachers, Supervisors, Guidance Counselors, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • The Principal, Assistant Principals, Instructional Coaches, Guidance Counselor and Parent Coordinator will hold parent workshops for parent education about CCLS, intervention strategies and programs, supporting students at home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom. Translation is provided by the bilingual Assistant Principals as well as the bilingual parent coordinator.

- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator and Guidance Counselor provide parent workshops to keep parents informed of school initiatives. The Parent Coordinator will maintain a log of events and activities planned for parents each month and file a report with the central office.
- Parent workshops with topics that include understanding educational accountability grade-level curriculum and assessment expectations, 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, Middle School Quality Snapshot, Quality Review Report, Learning Environment Survey Report.

All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

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

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

Part 5 – Progress Monitoring

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

By February, 2016, Teachers will have developed two Academic Progress Reports.

Parent Coordinator and Guidance Counselors will have conducted six parent Workshops, as evidenced by agendas and sign sheets.

One Curriculum Night will have taken place, as evidenced by agenda and sign sheet.

Increase in percentage of parents using Jupiter Grades online site. Percentage of parents attending Parent-Teacher conferences, school events, and PA Meetings will increase from previous year, as measured by parent sign-in sheets and agendas.

Parents' responses on school's Spring 2016 Learning Environment Survey will reflect strongly agree with questions related to communication and data.

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Review of the most current data both formative and summative assessments will be used to determine the appropriate AIS services.	<ul style="list-style-type: none"> • Yeshiva Tutoring Service • iReady Academic Intervention • Title 3 Expanded Day-MSQI 	<ul style="list-style-type: none"> • One-to-one tutoring & Small Group Homework Help • Small Group • Small Group 	<ul style="list-style-type: none"> • During the school day School Day/Saturday Tutoring • Saturday • After school/ Saturday
Mathematics	Review of the most current data both formative and summative assessments will be used to determine the appropriate AIS services.	<ul style="list-style-type: none"> • Yeshiva Tutoring Service • IReady Academic Intervention • Title 3 	<ul style="list-style-type: none"> • One-to-one tutoring & small Group Small Group • Small Group • Small Group 	<ul style="list-style-type: none"> • After school • During the school day & during lunch Saturday
Science	Review of the most current data both formative and summative assessments will be used to determine the appropriate AIS services.	<ul style="list-style-type: none"> • Intensive instruction/Repeated reading • Yeshiva Tutoring Service • Yeshiva Project Start 	<ul style="list-style-type: none"> • Small Group • One-to-one tutoring 	<ul style="list-style-type: none"> • After school • During the school day
Social Studies	Review of the most current data both formative and summative assessments will be used to determine the appropriate AIS services	<ul style="list-style-type: none"> • Repeated Reading/Close Reading • Yeshiva Tutoring Service 	<ul style="list-style-type: none"> • Small Group • One-to-one tutoring • Small Group 	<ul style="list-style-type: none"> • Small Group • One-to-one tutoring • Small Group

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Review of the most current data both formative and summative assessments will be used to determine the appropriate AIS services.</p>	<ul style="list-style-type: none"> • Crisis Intervention • Anti-Bullying Campaign • Preventative Counseling 	<ul style="list-style-type: none"> • One-on-one & Small Group • One-on-one & Small Group • One-on-one & Small Group 	<ul style="list-style-type: none"> • During the school day & after school • During the school day & after school
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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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our hiring committee consists of administrators and teachers. In early spring, teachers are asked to predict if they will return the following year. Based on the response, a search begins using the partnerships with universities and NYC Teaching Fellow. When Open Market becomes available, vacancies are posted. Candidates are invited to visit the school informally to determine if they would fit in with the school culture. Candidates are interviewed. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by administrators and coaches. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed the committee meets to make selections.
When necessary, administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. We will also conduct outreach to local universities for potential candidates. The payroll secretary will work closely with the Network HR point person to ensure that all candidates meet all required deadlines and have all the all the required documentation

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Professional Development is held weekly to bring instruction in line with the relevant Common Core Performance Standards, tasks and practice. The Professional Development Committee along with the administration, in collaboration with the Consultant, Math and Literacy coaches and with support from our Network, developed the professional development plan based on teacher input and a needs assessment.
We provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers attend OELL seminars on ELL instructional strategies as well as work with network support staff on the implementation of SIOP strategies.
Teachers attend workshops focused on the Common Core Aligned Units of Study provided by instructional coaches and the consultant who provides feedback and workshops on content and pedagogy. Teachers participate in study groups using professional books addressing the needs of the ELLs, students with disabilities, and best pedagogical practices. Planning meetings are held once a week to enable our teachers to identify and target the language needs of students based on assessment of student work. In class coaching and after school PD sessions will be utilized. The

book “Making Thinking Visible” will be used to provide PD and in class coaching to accelerate the academic performance of ELLs in all content areas.

Professional development will support teachers in providing high quality instruction in students’ identified areas of need. Teachers will receive PD on the following topics: Developing higher order questions, strengthening learning and language objectives, strengthening vocabulary in the content areas, developing reading fluency, conferring, and improving student writing in different genres.

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.).

n?A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL committee met, and will continue to meet, to determine the local measure for teachers. UFT titles will meet with their constituents to get feedback back on the types of assessments that teachers are linked to. The Professional Development committee met, and will continue to meet, to provide input on professional development topics. Teacher teams meet to select and create formative/summative assessments used throughout the school year.

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

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

amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	246,021.00	X	X
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	21,408.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,577,142.00	X	

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

- holding an annual Title I Parent Meeting;
- 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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Eleanor Roosevelt</u>	DBN: <u>06M143</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>90</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

In addition to the existing core ELL instructional program; I.S. 143M will provide an after school program for ELLs under Title III. The after school program will complement our core instructional program and be supplemental to mandated minutes as per CR PART 154. The program will support language development, English and native language instruction and high academic achievement in the core academic areas. Students will be given the opportunity to participate in activities that incorporate the four language modalities: reading, writing, speaking, and listening in English, as well as a focus on the content area of Math.

Based on an analysis of data from the new Title III AMAO Tool and the RDGS report on ATS, we identified the ELLs that we will target, the long term ELLs and the SIFE students. These particular populations are at risk level 3 or greater and are in need of additional support. Each of the six after school groups will consist of 15 students of all proficiency levels in grades 7 and 8, for a total of 90 students. Classes will take place Wednesdays and Thursdays after school from 2:30-4:00, from November 5, 2014- May 7, 2015 for 22 weeks, 2 sessions per week, for a total of 44 sessions. Our current 6th gradere participate in another program and will be unavailable for the Title III program. Our current 7th and 8th grade ELLs will participate in a small group program that focuses on math, ESL and literacy, depending on the students' academic needs. The Title III afterschool program is based on each student's needs. Using state exam results and classroom assessments, the program focuses on increasing content area math skills and vocabulary with a strong focus on grammar, reading, and writing skills during Literacy and math intervention.

The focus of the 1.5 hour sessions will alternate between English language development through the content area of ELA and Math with ESL methodologies. Three of the six groups will be in the ELA group on Wednesdays and the other three groups will participate in the three math groups. On Thursdays the ELA and Math groups from Wednesdays will rotate from ELA to math and from math to ELA. Students will participate in small group opportunities to engage in activities through the use of non-fiction materials such as TIME Non-Fiction and Fiction Readers, National Geographic "Explorer" and "Inside" and the I-Ready Computer based program for math.

The number of teachers participating in the after school program will be six, 3 ESL NYS certified teachers (for the ELA groups,) and 3 NYS Math certified teachers with bilingual extensions (for the math groups). The 3 ESL teachers will rotate their groups for Wednesdays and Thursdays with the 3 math teachers. The Title III program supervisor, Ms. Sophia Matos is an Assistant Principal that holds NYS certification for ESL and literacy. There is no other supplemental program running concurrently, Ms. Matos will solely supervise the Title III after school program. Title III will not be used to fully fund the supervisor after school, only partially for a half hour each session will be used of Title III funds. Ms. Matos will provide ESL support in planning and scaffolding differentiated instruction as well as actively pushing in to classrooms and providing direct Instruction beyond the mandated units.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: _

All 6 teachers participating in the afterschool program will receive training in the use of academic content-based materials to support the implementation of the after school program. The teachers will participate in one after school session, before the program begins (November), provided by the program supervisor (S. Matos), as well as sessions throughout the year, once a month to improve their instruction and assessment of ELL students, collaborate with in an ELL professional learning community and discuss how well they are implementing these strategies and to have a positive and lasting impact on their teacher effectiveness and student outcomes. The professional development will take place on the first Monday of each month (December to May) from 3:45 to 4:45 and will be facilitated by Ms. Matos. Specifically the teachers will be provided with professional development to improve teacher effectiveness in ELL instruction, to enhance the teachers' understanding and use of curricula, assessment measures, and instructional strategies to support their English Language Learners. The tentative dates for the professional development sessions are December 1, 2014, January 5, 2015, February 2, 2015, March 2, 2015, April 13, 2015, and May 4, 2015. The titles for the professional development sessions are Teaching Vocabulary to ELLs- part 1, Teaching Vocabulary to ELLs -part 2, Instruction and best practices for SIFE and Long term ELLs, Multiple Entry Points, The Data Driven Classroom, and an I-Ready professional development session will also be scheduled to support teachers with use of the I-Ready program by an I-Ready representative (the tentative Monday date is unavailable at this time).

Part D: Parental Engagement Activities

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

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

Begin description here: _

Parents will be invited, by telephone and in writing, to observe classes during the after-noon sessions in order to develop the home language, at least two times beginning in November and ending in March. There will also be a Spanish/English parent work-shop provided by Title III teachers and supervisor to explain the after-noon sessions as well a variety of ways to get parents involved in children's education, such as supports at home for early literacy (SIFE Students) and long term ELLs. The workshop is scheduled for February during one of the after school program sessions from 3:00-4:00pm. The projected number of parents is 30-40. Other programs will be offered for parents in order to support English Language Acquisition; however these other programs will be supported with other funds, not Title III. Additional parent workshops are scheduled every first Wednesday of the month from 9:00 to 10:30. The first parent workshop was November 5, 2014. The majority of the topics will include: how to support your child at home (through varying content areas as well as preparing for state assessments). The workshops are presented each month by a different member of the faculty such as the principal (Ms. McDaniel-Luke), Assistant Principals (Ms. Gil and Ms. Matos), school guidance counselors (Ms. Aquino and Ms. Rohan), bilingual coordinator/literacy coach (Ms. Bayer), math coach (Ms. Rosso), and parent coordinator (Ms. Anglero). The tentative dates for the workshops are December 9, 2014, January 7, 2015, February 4, 2015, March 4, 2015, April 15, 2015, and May 6, 2015. The titles

Part D: Parental Engagement Activities

for the workshops are Transitioning to Middle School, High school orientation, Beyond High school: college and career awareness, Social media and internet safety, Social emotional learning, and How to better understand your child's academic growth.

Part E: Budget

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

Allocation Amount: \$24540

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

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 06	Borough Manhattan	School Number 143
School Name Eleanor Roosevelt Intermediate School		

B. Language Allocation Policy Team Composition

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

Principal La Kisha McDaniel- Luke	Assistant Principal Sophia Matos
Coach Roseann Bayer	Coach Joanna Rosso
ENL (English as a New Language)/Bilingual Teacher Santiago-Soto/ ENL Teacher	School Counselor Jovanka Aquino
Teacher/Subject Area Iris Sanchez/Home Language	Parent Alexandra Angeles
Teacher/Subject Area Karen Silfa/ Science/Bilingual	Parent Coordinator Cecelia Anglero
Related-Service Provider Jeanmarie Ramirez	Borough Field Support Center Staff Member Hong Ying Shen
Superintendent Manuel Ramirez	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	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	1	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)	363	Total number of ELLs	187	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	187	Newcomers (ELLs receiving service 0-3 years)	118	ELL Students with Disabilities	38
SIFE	45	Developing ELLs (ELLs receiving service 4-6 years)	52	Long-Term (ELLs receiving service 7 or more years)	17

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	92	45	7	11		8	0		0	0
DL										0
ENL	26		1	41		15	17		7	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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 _____							31	36	36					0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							25	26	29					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	1					0
Haitian									1					0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							19	31	33					0
Emerging (Low Intermediate)							4	6	3					0
Transitioning (High Intermediate)							7	6	5					0
Expanding (Advanced)							23	18	21					0
Commanding (Proficient)							2	4	7					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	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							5	7	13					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	39	4	0		0
7	44	0	0		0
8	40	0	0		0
NYSAA				3	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	25	22	3	0	0	0	0	0	0
7	23	24	2	1	1	0	0	0	0
8	27	20	2	1	0	1	0	0	0
NYSAA							3		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	7	19	7	11	0	1			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)	13	32	55	1				
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.
Some of the assessment tools I.S. 143 uses to assess early literacy skills are Fountas and Pinnell Running Records (3 x per year), I-Ready differentiated computer program in Literacy and MATH, MYON Lexile baseline test (Lexile updates based on student use), NYC baseline assessments for science and social studies, CMP3 Benchmark assessments, ELA Common Core aligned NYC Interim assessments and teacher made assessments in both Spanish and English. All of these assessments allow administration, teachers, students and parents to see what students' literacy levels are for fiction and non-fiction texts, and the baseline for science, social studies and math. Knowing and understanding students' literacy levels informs the school of what programs are appropriate for students, what materials and level of materials are needed for the students, such as the level of independent reading books or the types of content area text books would be appropriate for students. For example the differentiated computer program I-Ready is best used for students with literacy Lexile levels of second to eighth grade, if a student is below the second to eighth grade range than this program would not be appropriate for that student.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
We noticed that according to the data from the NYSESLAT the majority of our 7th and 8th grade students are at the Entering/beginner level of proficiency, while in the 6th grade the ELLs are scoring at the Expanding/advance level. Overall the pattern shows that the majority of our ELLs are scoring at the Expanding/advance and Entering/beginner level, with a small percentage scoring Emerging/Transitioning/Intermediate level. According to the data from the NYSITELL of our newly arrived ELLs, they are either unable to complete the exam and/or their score is at the Entering/beginner level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The school uses the Annual Measurable Achievement Objectives to identify particular student populations that are at risk. Based on an analysis of data from the new Title III AMAO Tool we identified the ELLs that are the long term ELLs are at risk level 3 or greater and are in need of additional support.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

When comparing data for the content area state exams such as the math and science exam the ELLs that were administered the exam in the home language are scoring similar to the ELLs that were administered the exam in English. We currently do not use the ELL periodic assessment, however we do use other assessments, baseline and benchmarks, such as described for question 1, that are used to determine the areas of strength and weaknesses for our students. It drives our Professional Development sessions which ultimately produce evidence of best practices within our classrooms.

Our ELLs who participate in the Transitional Bilingual program are demonstrating growth at a similar rate to the ELLs in other classes and monolingual students, which was not the case in past years. The home language is used to foster the ELLs native language skills and further develop skills they are able to adapt to other content areas.

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](#).] Even though we are not a k-5 school, we do have interventions in place for our ELLs. Based on the data we realized that our ELLs need additional language support in the content areas. We have content area teachers participating in Sheltered Instruction Observation Protocol (SIOP) so that the teachers can support the ELLs in language development in addition to the specific content area. We also have ESL teachers pushing into math, social studies and sciences classes. This school year we have started an intervention period for all students, to target what the students need in both literacy and math.
6. How do you make sure that a student's new language development is considered in instructional decisions? Academic instruction in both English and Spanish is incorporated in the content area classes for the TBE classes. It is important to note that the ratio of English to Spanish instruction increases according to the student's English language proficiency, until the student is ready to exit the program. All ELLs have access to glossaries in their native language which can be used in all classes.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

For Dual Language – N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). The success for our programs is determined by the growth our ELLs demonstrate on their NYSESLAT exam in all four modalities. We also look at the ELLs progress and growth through the various assessments we use throughout the school year such I- Ready, MYOn, benchmarks in math and Running Records. We have noticed that our student population is changing in regards to English proficiency and we have less Emerging/Transitioning/ intermediate ELLs and more new comer ELLs (0-3 years) than previous years.

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.
 Paste response to question here: The parents/guardians of students that are newly enrolled in a New York City school are informally interviewed together with the child by the Assistant Principal, (Certified ESL teacher) to determine, through a series of questions, if in fact this is the student's first time in a NYC public school, it is also verified that it is a new enrollment through ATS. The interview is conducted in either English or Spanish, depending on the parent/guardian and student preference. The interview includes many of the questions found on the Home Language Identification Survey. If it is determined through the informal interview and ATS that the student is a new student, the parent/guardian completes a Home Language Identification Survey (HLIS) with the assistance of the Assistant Principal. This survey helps us, the school; identify which students may be English Language Learners (ELLs). Once potential ELLs are identified, as evident by the responses on the HLIS, demonstrating the student's language is one other than English, the students are administered the NYSITELL within ten days of enrollment as the formal initial assessment. The NYSITELL is administered by the ELL Coordinator. The NYSITELL results determine whether students are entitled to bilingual/ESL programs and services. Students who were administered the NYSITELL and are Spanish-Speaking ELLs are also administered the Spanish LAB within the first ten days of enrollment by one of the bilingual teachers. The Spanish LAB results are used to assess the students knowledge of their native language, Spanish.

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).
 Paste response to question here: Within 30 days of enrollments students who are identified as having a home language other than English and/ or ELLs are asked questions using the SIFE oral questionnaire to determine if they are SIFE students and are administered the LENS to identify whether or not the students are SIFE. In addition to those assessments, student work during the first 30 days of instruction is also used to identify SIFE students.
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).
 Paste response to question here: If a student that is newly enrolled has an IEPs, the Language Proficiency Team (LPT) reviews evidence of the student's English language development, including the appendix of the EPRG for SIFE Identification. If the LPT recommends the student take the NYSITELL, student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students. If the LPT recommends the student not take the NYSITELL, LPT's recommendation is sent to the principal for review and the principal determines if the student should not take the NYSITELL. 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. The timeline to accept or reject the LPT recommendation is 20 days from the time of the student's enrollment. Additionally, the student's parent or guardian will be notified within 3 school days of the decision in the Student's parent's/guardian's preferred language. The LPT consists of the ELL coordinator, bilingual teacher, special education teacher, parent and assistant principal.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
 Paste response to question here: Entitlement and non-entitlement parent notification letters are distributed to the students on the same day as the NYSITELL is administered, scanned and scored, within the first 10 days that the student is enrolled in the school and in the parents' preferred language. The ELL coordinator and Assistant Principal ensure that process is completed within 5 days of administering and scanning of the NYSITELL.
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).
 Paste response to question here: Parents are informed that they have the right to appeal ELL status within 45 days of enrollment through the Re-identification Process. The parent must make a written request to initiate the Re-identification Process to principal. The school will review all documents related to the initial or reentry identification process, the student's work in English and in the home language, and may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.
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.
 Paste response to question here: During the admitting process of new students, the parents/guardians are given a Parent Orientation informing them of the choices offered throughout the city (Transitional Bilingual (TBE), Dual Language, or Free-Standing ESL). The parents have the opportunity to view the Parent Orientation video provided by the New York City Department of Education, which further explains all three programs. After the video is viewed, we then discuss the options available in the city with the parents, and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. The Assistant Principal, Sophia Matos (Certified ESL teacher) facilitates the Parent Orientation. During the orientation the parents complete the Parent Survey and Program Selection Forms. This process is completed on the day the student is admitted. If the parent is unable to stay for the orientation, an appointment is made on that same day for the parent to return, within in the first 10 days of the student's entrance. The parents/guardians of students that enter after the start of a new school year also receive the orientation at registration and are able to view the New York City DOE Parent Orientation program options on the intranet. To date, all but 1 parent have chosen a TBE or free-standing ENL program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
 Paste response to question here: We make a concerted effort to make sure parents receive entitlement letters and have parents complete the Parent Survey and Program Selection Form at the end of the orientation and presentation. Completed Parent Survey and Parent Selection Forms are collected at the end of the Parent Orientation by the Assistant Principal, Ms. Matos. There are few parents who do not attend the orientation. Those parents who do not come into the school or do not return the forms are contacted in their preferred language and are invited to another orientation. If the parent still does not come in for an orientation they are advised that their child will be placed in our TBE Program, which is the default placement program (for the native Spanish students) when the parent survey is not returned. This process is also completed within in the first 10 days of the student's entrance. The Assistant Principal, Ms. Matos, keeps a copy of the entitlement letter that is sent to the parent and the original completed Parent Survey and Program Selection Forms in an ELL Parent Binder in her office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 Paste response to question here: The parents who do not come into the school or do not return the forms are contacted in their preferred language and are invited to another orientation. If the parent still does not come in for an orientation they are advised that their child will be placed in our TBE Program, which is the default program (for the native Spanish students) . This process is also completed within in the first 10 days of the student's entrance. The Assistant Principal, Ms. Matos, keeps a copy of the attendance used to keep track of who has returned a completed and returned Parent Survey. A copy of the entitlement letter (in parent preferred language) that is sent to the parent and the original completed Parent Survey and Program Selection Forms (in parent preferred language) is also kept in an ELL Parent Binder in Ms. Matos' office.
9. Describe how your school ensures that placement parent notification letters are distributed.
 Paste response to question here: Placement parent notification letters (in parent preferred language) are distributed to the students to take home. A copy of the letter is kept at the school, so that when the ELL Coordinator follow-up with the parent and the parent did not receive the letter a copy of the letter is given to the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 Paste response to question here: A copy of the students' HLIS and parent selection form is placed in the students' cumulative record. A copy of the HLIS and other documentation such as the entitlement letters are kept in a binder in the office.
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.
 Paste response to question here: Every spring ELLs are assessed using the 4 sections of the New York State English as a Second Language Achievement Test (NYSESLAT). To ensure that every ELL is administered the exam, the school goes into the testing mode in which students that are not ELLs do not move from room to room, to avoid distractions and increase concentration during the exam. All students and staff follow the testing schedule and room assignments. The Listening, Reading and Writing sections of the NYSESLAT are administered to the ELLs over 3 days under school-wide testing conditions. The Listening section of the NYSESLAT is administered in the classes by grade using the NYSESLAT Listening CD and CD player. The Reading and Writing sections of the NYSESLAT are also administered by class/grade. The Speaking section of the NYSESLAT is administered before the other 3 sections of the exam and is administered to each ELL on a one to one basis with one of our ESL Certified teachers. The Testing Coordinator, Sophia Matos and the ELL Coordinator work together to ensure that every ELL has completed each section of the exam during the allotted testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 Paste response to question here: Continued entitlement letters and transitional support parent notification letters (in parent preferred language) are distributed to the students to take home. A copy of the letter is kept at the school, so that when the ELL Coordinator follow-up with the parent and the parent did not receive the letter a copy of the letter is given to the parent.
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).
 Paste response to question here: According to the Parent Survey and Program Selection Form, for newly arrived students, at I.S. 143, about 98% of the parents request the TBE Program. The other 2% requests to enroll in a free-standing ESL program or dual language program. Our parents have expressed that they have made their decision based on the Parent Orientation Video and information session that is held. Some of the students that have been in the country for a number of years have asked for their child to be moved out of a transitional bilingual program. This is usually the case of students that are coming to our school from another school, such as our 6th graders. In such cases if there is appropriate space these students are moved to free-standing ESL classes, as per the parent/guardians requests. The parents /guardians of such students usually meet with the appropriate grade level Assistant Principal as well as the ELL Coordinator to discuss their options. We inform the parents that research has shown students have been known to perform better if they stay in the same program as opposed to switching back and forth. Parents are asked to put their requests in writing.

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.

Paste response to questions here: Our Free-standing ENL classes are homogenously grouped by proficiency by grade. For example class 703 has 26 ELLs; those ELLs are of an Expanding/advanced proficiency level according to the 2015 NYSESLAT scores. These students are serviced through the Free-standing self-contained model.

- b. TBE program. *If applicable.*

ESL and bilingual content area teachers teach all transitional bilingual (TBE). Currently there are three general education TBE classes and 2 bilingual special education classes, one on the sixth grade level (622), one on the seventh grade level (722), one on the eighth grade level (822), and 2 Bilingual Special Education combining multiple grades (251 & 254). Class 251 is the Special Class 12:1+1 bilingual class with students who are assessed by the New York State Alternate Assessment. Class 254 is the Special Class 12:1 bilingual class with students who are assessed by the standardized assessments similar to their peers in the general education program. Students are organized in these classes by proficiency level to ensure that the mandated numbers of instructional minutes are delivered in all content areas. Students in TBE classes receive a minimum of 5 periods of NLA per week or 225 minutes per week. Students at the beginner and intermediate (Entering/Emerging) levels in both the TBE and Free-standing ENL classes receive 360 minutes of ENL; the students who scored an advanced/Expanding on the NYSESLAT receive 4 periods of ENL per week or 180 minutes per week. They also receive 4 periods of ELA per week.

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

Paste response to questions here: Instruction in the content area TBE classes is provided in the student's home language (Spanish) with intensive support in English. The TBE classes started the school year on a 60/40 model and are currently moving toward a 50/50 model. Students at the Entering/Emerging levels that are in our TBE classes receive 360 minutes of ENL, 225 minutes of HLA. Students that are Transitioning and Explanding ELLs receive a minimum of 180 minutes of ENL in both the TBE and Free-standing ENL classes. Our commanding students receive a minimum of 90 minutes of ENL per week. In our Free-standing ENL classes the content areas are taught in English. Students at the Entering/Emerging levels in free-standing ENL classes receive a minimum of 360 minutes of ENL. Teachers use ESL strategies, such as TPR, explicit, direct instruction in fluency, vocabulary, comprehension, scaffolds and structured opportunities for listening, speaking and writing while building the content knowledge and developing their English skills. Home language support such as using bilingual dictionaries, technology support and the buddy system, when available, are also used in both the TBE and ENL program. This year we have also begun to have ESL and content area teachers attend SIOP training to use such strategies in their teaching practices of ELLs.

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.

Paste response here: Instruction in the content area TBE classes is provided in the student's native language (Spanish) with intensive support in English. Students at the beginner and intermediate (Entering/Emerging) levels that are in our TBE classes receive 225 minutes of HLA, 360-405 minutes of Math in Spanish, 180 minutes of social studies, and 180 minutes of science instruction in both Spanish and English per week. The content areas (science, math, and social studies) that are taught in Spanish are done so to help students transfer their native language skills to English. Students learning the content areas in their native language are also tested in their native language. This year we have also modified the scheduling so that a certified ESL teacher can push into the math, science and the social studies classes so that the students can have additional language support within the content areas.

The ESL teachers provides support in the content area by planning and co-teaching with the content area teacher. Home language support is also provided for the content area in the free-standing ENL program through the use of texts in the home language and use of bilingual glossaries.

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

Paste response to question here: Our testing coordinator orders the necessary assessment materials to accommodate each of our ELLs native language needs. In addition, other formative assessments used are developed by each individual instructor or by the department. The assessments range from multiple choice, short response and essay.

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

Paste response to question here: We currently have a comprehensive plan to ensure academic success for all of our ELL students. Students are provided with differentiated instruction, in the computer lab through the use of the differentiated literacy program I-Ready, as well as the independent reading technology program MYON, the readers/writers workshop model, CMP3 (math curriculum), after school tutoring which will begin in November (students will use the I-Ready individualized, CCLS aligned

computer program for both math and reading) and the Saturday program are also used to meet our students' needs. In addition, to the formative and summative assessments in the classes, each of the programs we use have pre and post tests and/ or benchmark assessments to record student growth and progress on a weekly basis.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Paste response to questions here: SIFE students are provided with differentiated instruction by participating in small group instruction within their class. This year we have also reapplied for the SIFE Grant to provide additional support for our SIFE population. We have a vast number of intervention services being provided to our Newcomers and ELLs who have been in the program from 4 - 6 years. These groups of ELLs participate in programs such as Extended Day tutoring. ELLs are also invited to participate in the after school and Saturday programs. For students demonstrating some form of interrupted schooling or those that will be taking the ELA for the first time this school year have been assigned academic intervention services providing them with help as well as, enrichment opportunities. Students who display being SIFE are monitored closely for progress and participate in the extended day tutoring sessions with specific instruction geared toward developing their skills.

Long term ELLs are closely being monitored and assessed intermittently to determine what areas they are progressing in, as well as, which ones they are not. I-Ready, STmath and MYON are also components being implemented as additional supports. Long Term ELLs will also be participating in after school, Saturday, Building Educated Leaders for Life (BELL) and Alianza programs are housed in our school building and counseling services which may aid in their development. All of ELLs are exposed to instructional strategies such as the use of technology through, SMART Boards, computer lab and lap top access; small group instruction, modify and adapt grade level text, SIOP, graphic organizers, vocabulary development, "Just Right" books on child's level, audio visual aids, review student data during teacher team meetings, and rotate groups between working in centers and working with teacher.

Both Current ELLs and Former ELLs (up to 2 years) are given the appropriate test accommodations such as bilingual glossaries , exams in the home language (in available languages) and extended time.

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.

Paste response to questions here: Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), 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. The principal will consult with the student's teachers, , the parent/guardian, and the student to determine if the student has been adversely affected by the determination. If the principal's decision is to reverse the ELL status, she will consult with the superintendent. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here: We are working closely with the Special Education department and the assistant principal that supervises special education to ensure that all the materials used in general education classes are accessible to all ELLs with special needs and that all students receive services mandated on their IEPs as well as the mandated bilingual instruction. We review all materials to ensure that they are grade and age appropriate. Materials include our individualized differentiated computer programs such as I-Ready. We look closely at their IEPs to determine what they are most in need of to provide them with an adequate form of instruction. ELLs with special needs are also participants of the project based model and have access to the same opportunities as all ELLs, as well as, MYON and for additional support. In addition Ms. Ramirez, the IEP teacher at I.S. 143, frequently checks the SEC Reports provided by the "NYC Department Of Education Division of Instructional and Information Technology/Student Special Service Detail Information Public Schools Service: ESL" to check for any updates for any student who may be added to receive/or no longer receive ESL as a mandated service on their current IEP.

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?

Paste response to question here: The school program is designed to afford selected students, with special needs, with an opportunity to participate in general education classrooms and special classes. The curriculums are developed with an array of engaging materials and teachers are provided with professional development geared towards differentiated instruction and strategic teaching practices. Teachers also participate in intervisitation practices to further enhance their teaching of ELLs in least restrictive environments. All students in the special education department at I.S. 143 are mainstreamed with their non-disabled

peers in the following areas of the school day to the greatest extent possible: use of the library and computer rooms, science lab programs, talent programs, physical education program, field trips, and lunch. Some students with disabilities need to have the support of a special education teacher, a program paraprofessional, crisis paraprofessional, health paraprofessional, or an orientation mobility paraprofessional to assist them with addressing their specific needs to allow them to participate within a mainstream environment. Students with disabilities are also included in after school and Saturday programs such as: Title III, AIS services, extended day tutoring, and BELL.

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

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

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

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



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

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

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

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

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

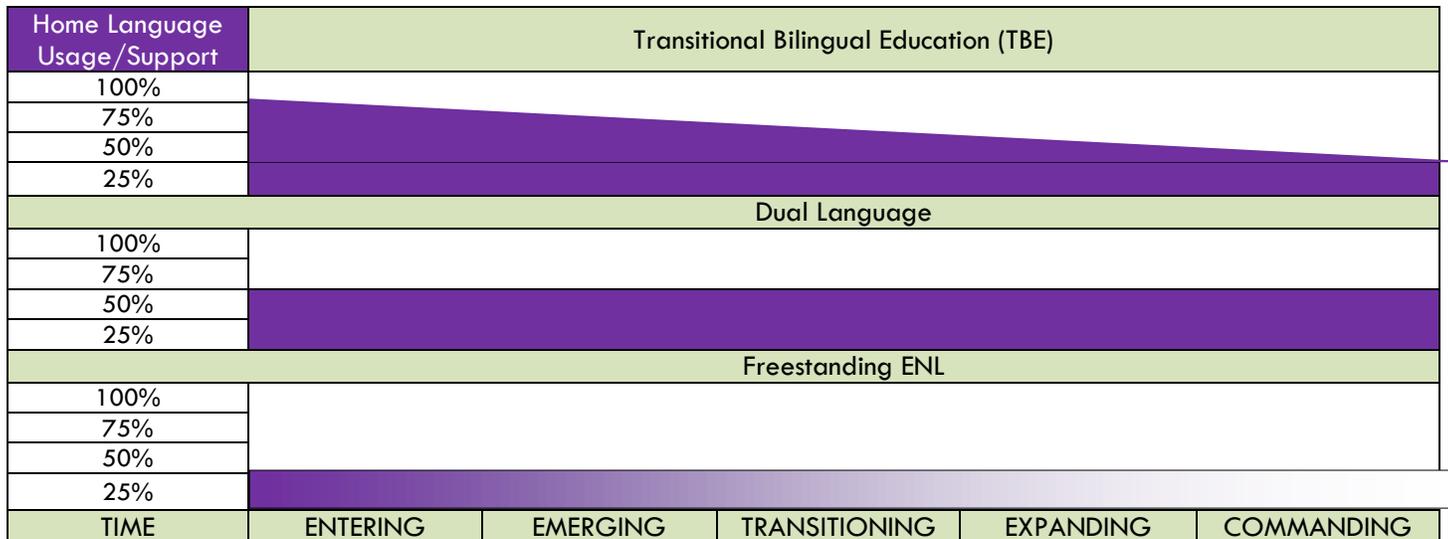


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here: We are currently using the following intervention programs during our daily program, after school program, and Saturday program; independent reading technology program MYON, I-Ready individualized-CCLS aligned computer program for both math and reading, Word Generation-Vocabulary (all content areas) and STmath (math individualized differentiated computer program specifically for ELLs). We also focus on improving reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Students will read leveled, high interest literature for both academic and recreational purposes with scaffolds to afford an opportunity for ongoing development and progress. I-Ready math is provided to the students in English while specific content area reading is provided in Spanish to those students participating in our bilingual program. Our science and math teachers participated in STEM professional development and have been approaching science and math with its holistic approach, which incorporates literacy and structured opportunities for listening, speaking and writing while building the content knowledge.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: Meeting the needs of these students is a responsibility of the full spectrum of administrators, teachers, and support staff at I.S 143. Helping these English language learners realize their full potential will lead them to become individuals who are able to participate fully in our society. One successful ELL program that was implemented in the past as part of ELA is MYON and I-Ready. We will continue to use I-Ready for both ELA and Math this academic school year. We have also added STmath and Word Generation (used to further our support in ELA, Math, social studies and science) which we will evaluate at the end of the school year to see if they should be continued during the 2016-2017 academic school year. Benchmarks and weekly assessments are used for student data and to assess the success of the programs. Through professional development all teachers are made aware that they are teachers of ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: During the upcoming year we will be focusing on modifying the units of study that incorporate various genres and types of writing with the implementation of the CCSS in order to meet our ELLs needs. We are piloting the Word Generation vocabulary program for our 6th grade students.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: We have discontinued the use of our previous units which were partially aligned to the CCSS because the results that were anticipated were never materialized. We realized that specific units were not meeting the needs of our ELLs as they did not allow for appropriate scaffolding due to the allotted time for the units. We have also discontinued Achieve 3000 as it no longer met the needs of our current ELL population.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: All of our ELLs are afforded with the opportunity to participate in after school programs and supplemental services. They are provided with the information for all programs in a timely fashion. Their parents are also invited to attend an information session. Parents are also called to be informed of other programs, such as Title III and the SIFE after school program held Wednesdays and Thursdays from 2:20- 4:00 with a specific focus on literacy and math through use of technology. The students are invited/ parents are informed in writing in the parents' preferred language. All ELLs that are invited participate in after school programs. Other non student-specific programs that are offered to all students include the after school Champs program, BELL (Building Educated Leaders for Life) and Catholic Charities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here: We provide all of our ELLs with supports through the use of Smart Board technology, MYON, I-Ready, STmath, computer labs, laptop carts and iPad carts available in all classes, Science Technology Engineer Mathematics (STEM) and guided instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: Home language arts is an integral part of each of our bilingual program. Students receive Home language arts weekly as part of their program. Home language arts is offered to ELLs in our bilingual program where they participate in content rich instruction with literature that is relevant and aligned to the Common Core State Standards. Students in our free-standing ENL (FENL) program receive support in their home language through use of bilingual glossaries and texts in their home language as much as possible. Our bilingual teachers that teach FENL also provide oral and written support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: The required services support and resources correspond to the ELLs of all age levels and grade levels. We focus on grade level according to Common Core State Standards. The materials used have been selected in accordance to students needs. Academic supplemental services as well as instructional practices are held in accordance to each grade level. We review all texts to ensure they are age appropriate and do our best from for using materials that might be the

appropriate proficiency levels for the students but are not of the appropriate age level. Services are differentiated according to need and the students are regularly assessed to determine growth and movement as all of our programs have weekly and monthly imbedded assessments. Many of the technology programs such as our use of I-Ready are appropriate for our ELLs and our students with disabilities by meeting the cognitive needs of our students while being the appropriate ages/grades for our students and assessing the students with each use.

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).

Paste response to question here: Our new arrivals are usually enrolled in our school after the start of the school year; therefore we do not provide activities prior to the commencement of the school year. Throughout the year new ELLs are invited to an orientation and are included and invited to all school activities.

19. What language electives are offered to ELLs?

Paste response to question here: We currently do not offer language electives.

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.)
Paste response to question here: All teachers participate in professional development for at least three times a week. The focus of the professional development is determined by student and teacher needs. Our recent focus has been on differentiated instruction, strategic teaching and alignment to the Common Core State Standards, Sheltered Instruction Observation Protocol (SIOP) training, STEM and argumentative writing. We also have professional development provided twice a year by I-Ready to further assist our analysis of data in order to drive instruction. All of our administrators, paraprofessionals, guidance counselors, speech therapists, and our parent coordinator participate in professional development sessions weekly, at the school level, and through various offerings through NYCDOE. Our school-wide PD offering take place every Monday afternoon from 2:20 - 3:40 and it is based on needs assessment.
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?
Paste response to question here: To support our ELLs as they engage in the Common Core Learning Standards in addition to our weekly professional development sessions, our ESL and social studies teachers (including the bilingual teacher) participate in SIOP professional development. Our math and science teachers (including our Bilingual teachers) participate in STEM professional development once a week and throughout the year from outside facilitators. Both SIOP and STEM are aligned to the Common Core Learning Standards and include scaffolds for ELLs. Our staff is provided with specific techniques and skills to help our students transition from elementary school to middle school. They are also provided with an overview of each child's academic progress and need. Our school guidance counselors also have workshops and assemblies to provide our students with guidance and an overview of what is expected of them in junior high school and what they are to expected to do in high school. School staff, such as guidance counselors, are further supported by school administrators by incorporating them in the professional development that are held throughout the school. They are also included to participate in professional learning team meetings to discuss and share ideas pertaining to ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: Our staff is supported to assist ELLs as they transition from elementary to middle school through professional development and support from the school guidance counselors.
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.
Paste response to question here: To meet the professional development requirements as per CR Part 154.2 teachers are provided with ELL specific professional development in the school as well as provided opportunities to attend professional development provided by the district, and the office of ELLs/ NYCDOE. Teachers are notified prior to the event and given a copy of the agenda, which is also posted in the main office. A sign-in sheet is used to confirm attendance and filed as proof of participation.

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?

As part of CR Part 154.2 parents are invited for a one to one meeting (in parents' preferred language) to discuss language development, goals of the program, assessment results and student progress. The majority of the meetings take place on Tuesday afternoons during the extended time allocated for parents. Other meetings are scheduled to ensure all parents are able to attend. Interpretation and translation services are provided as needed in the preferred language. A record of such meetings is recorded as well as what was discussed and next steps.

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

Paste response to question here: All outreach to parents is logged either by our Jupiter grades online system or for In person parent meetings and phone calls in a parent binder log.

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

Paste response to question here: I.S.143 provides numerous opportunities for parents to become involved in the school. In addition to the scheduled Parent/Teacher conferences four times a year, we also use an online program called Jupiter Grades to provide the families with an opportunity to continuously have access to their child's academic progress, and where they can freely communicate with any of their child's teachers at any time in their preferred language. The program provides the parents with a translation option to facilitate their understanding. Parents are encouraged to come into the school building throughout the year to discuss their child's academic performance, translations are provided to the parents when needed. We also have a Parents Association and a parent coordinator who provide the parents with information sessions (in the parents' preferred language) regarding the school's culture, progress, and continuity of services. At the start of the school year, I.S.143 holds parent orientations to both introduce the faculty to the parents and welcome the parents. We hold parent workshops once a month to get parents involved as well as teach the parents skills (in the parents' preferred language). As part of CR Part 154.2 parents are invited for a one to one meeting (in parents' preferred language) to discuss language development, goals of the program, assessment results and student progress. Parental involvement in our school is gradually increasing. We have had an increase in the number parents coming to our parent orientations, curriculum night and monthly parent workshops.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: I.S.143 for several years has been a host to Alianza Dominicana which provides students and the community with a support structure that promotes achievement and success. Alianza Dominicana also provides ESL instruction to both ELL parents and non-ELL parents. We also use translation services offered through the NYCDOE for all languages. We have also added the BELL program (Building Educated Leaders for Life).

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

Paste response to question here: The needs of the parents are evaluated through individual and group meetings/conferences with parents, surveys, recommendations of parents throughout the school year and feedback from the parent coordinator. All parents are offered with a handout explaining all of the translation services available and the proper contact information (in their preferred language). Parents also complete a reflection sheet at the end of monthly parent workshops. Results from the annual parent survey (in parent preferred language) and Reflection sheets from parent meetings, as well as discussions with parents are used to help evaluate the needs of the parents.

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

Paste response to question here:

The parental involvement activities such as computer classes , English Language classes, academic and parenting wellness/ home economics workshops have been created to address the needs of the parents. These programs are offered in either the native language or English on a need to need basis.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

School Name: Eleanor Roosevelt		School DBN: 06M143	
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)
La Kisha McDaniel-Luke	Principal		10/29/15
Sophia Matos	Assistant Principal		10/29/15
Cecelia Anglero	Parent Coordinator		10/29/15
Santiago-Soto	ENL/Bilingual Teacher		10/29/15
Alexandra Angeles	Parent		10/29/15
Iris Sanchez	Teacher/Subject Area		10/29/15
Karen Silfa	Teacher/Subject Area		10/29/15
Roseann Bayer	Coach		10/29/15
Joanna Rosso	Coach		10/29/15
Jovanka Aquino	School Counselor		10/29/15
Manuel Ramirez	Superintendent		10/29/15
Hong Ying Shen	Borough Field Support Center Staff Member <u>Manhattan</u>		10/29/15
Jeannarie Ramirez	Other <u>Related-Service</u>		10/29/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M143** School Name: **Eleanor Roosevelt**
Superintendent: **Ma**

Before you begin, please check the following:

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

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

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

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

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

To ensure that all parents are provided with the appropriate and timely information in a language they can understand the following data and methodologies are used to assess the school's written translation and oral interpretation needs:

1. The Newly admitted students to the NYCDOE complete the Home Language Identification Survey (HLIS). Part III of the HLIS lists the preferred language of the parent for both written and oral communication.
2. All Parents complete the Emergency contact cards and the school's Learning Environment Survey, they are supported in this through the interpretation and translation services of the Parent Coordinator and other bilingual members of the staff.
2. The increase in the number of students and families that are Spanish speaking such as the newly admitted ELLs are clear indicators of the need for translation and interpretation services in Spanish.
4. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card. The majority of the parents request information in Spanish. The other language requested is English (including the parents of students whose home language is Arabic).
5. As part of the school's CEP planning with the School Leadership Team, the school addresses the language assistance needs, including: regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit, timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education; how it will provide those needs, the budgetary and staffing resources it is devoting to fulfill those needs, compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.

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 large percentage of students from Spanish speaking households indicates to us that there is a great need to provide language assistance (translation and interpretation services) in order to help our families feel comfortable and so that they will actively be involved in our school life. The majority of the parents request information in Spanish. The other language requested is English (including the parents of students whose home language is Arabic and Albanian). These findings are reported to the school community through Parent Association Meetings and School Leadership Team Meetings.

Part B: Creating a Communications Calendar

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

The following documents are disseminated throughout the school year and require translation to be distributed to families:
Parent Handbook (Start of school year), Parent -teacher conference announcements (September, November, March and May), Afterschool and Saturday School Program information (October- Prior to and during the programs), Testing notifications (March), as well as other daily communication such as through the Jupiter grades online system, notifications from the school dental and health clinic and notifications from school staff. All documents communicated through Jupitergrades are translated directly through the Jupitergrades system. All other disseminated documents are translated by the Parent Coordinator and other bilingual members of the staff at least a week prior to being disseminated. Any document that requires translation from the Translation and Interpretation unit is sent out at least two weeks prior to being disseminated to ensure the translation in a timely manner.

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

Formal and informal face- to- face meetings and interactions that occur throughtout the school year include: Curriculum night (September 16, 2015), parent-teacher conferences (November 17, 2015, March 17, 2016 and May 11, 2016), Monthly parent workshops (2 nd Wednesday for every

month), daily interactions with school staff, including teachers, guidance counselors, parent coordinator, and school administration.

Part C: Providing Language Assistance Services

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

The school provides the following translation services:

All appropriate language versions of Department of Education documents which are distributed or electronically communicated to all including, but not limited to: registration, application, Home Language Identification Survey, standards and performance, conduct, safety, and discipline; special education and related services; and transfers and discharges. All school documents related to Student Specific Issues including but not limited to students': Health, safety, legal or disciplinary matters, and placement in any Special Education, English Language Learner or non-standard academic program. All school documents related to school meetings, events, news and announcements.

Written translation services are provided by in-house personnel, such as Parent Coordinator, bilingual teachers and the assistant principals. There are funds allocated that we use for translation services provided by the Department of Education Translation Services Unit.

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

Oral interpretation services are provided by in-house personnel, such as Parent Coordinator, bilingual secretaries, bilingual teachers and the assistant principals. All Parent Workshops provide a bilingual staff member to translate throughout the session. Bilingual personnel, including Parent Coordinator, are available during all Open School Parent-Teacher Conferences. All Open Houses and Orientation Sessions for families provide for bilingual translation and interpretation. A roster of bilingual staff who can be called upon to translate is also kept.

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 members are provided with training on how to use translation services and the over-the-phone interpretation service at the start of the school year during professional development (9/28/2015) and are given a copy of the T & I Brochure. Follow-up emails are also sent to staff members with links to the translation unit webpage of the NYCDOE intranet website.

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 fulfill Section VII of Chancellor's Regulation A-663 by:
providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/default.htm>.
B. The School posts a sign in each of the most prominent covered languages, indicating the availability of interpretation services. A list of staff members who are able to assist with interpretation and translation is available to all staff, including the school's safety officers. We will obtain such translated signs, in the covered language through <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.
C. The School's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
D. When more than 10% of the children at the school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.
E. The School will inform parents of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services.

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)

Feedback from parents on the quality and availability of services is gathered from parent surveys and parent reflections from the parent workshops, as well as informal feedback from parents.