



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **75M169**

School Name: **P.S. M169 - ROBERT F. KENNEDY**

Principal: **SUSAN FINN**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.169M The Robert F. Kennedy School School Number (DBN): 75M169
Grades Served: K-12
School Address: 110 East 88 Street N.Y., N.Y. 10028
Phone Number: 212-348-6140 Fax: 212-996-8245
School Contact Person: Susan Finn Email Address: sfinn@schools.nyc.gov
Principal: Susan Finn
UFT Chapter Leader: Jeff Andrusin
Parents' Association President: Carmen Ramos
SLT Chairperson: Marsha Steinberg
Title I Parent Representative (or
Parent Advisory Council
Chairperson): -
Student Representative(s): -Tylik Griffin
-

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 – 1st Avenue N.Y., N.Y. 10001
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1503 Fax: 212-802-1678

Borough Field Support Center (BFSC)

BFSC: District 75 Director: Gary Hecht
Director's Office Address: 400 - 1st Avenue N.Y., N.Y. 10001
Director's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1503 Fax: 212-802-1678

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)
Susan Finn	*Principal or Designee	
Jeff Andrusin	*UFT Chapter Leader or Designee	
Carmen Ramos	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marsha Steinberg	SLT Chairperson	
Maria Matos	Parent	
Alondra Moro	Parent	
	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Robert F. Kennedy is an elementary, middle, high school with 325 students from grade 1 through 12. The school population comprises 43% Black, 50% Hispanic, 4% White, and 1% Asian students. The student body includes 12% English language learners and 100% special education students. Boys account for 82% of the students enrolled and girls account for 18%. The average attendance rate for the school year 2013-14 was 84.8%.

P169M provides a highly stimulating instructional environment, utilizing a wide variety and range of age-appropriate incentives, where students with special needs are encouraged to realize their individual potential. Each of our students strives to find the less restrictive setting that will meet their needs. They strive to return to a General Education setting. We seek to provide the opportunities and resources that will allow our students to prosper and successfully interact in school, the home and community.

Our school is dedicated to providing our diverse student population with a meaningful educational experience in a safe and challenging environment. It is our goal to move our students along a path that will help them to realize their educational and social potential, while providing opportunities that are structured to promote successful experiences. Through these structured activities students will acquire the characteristics associated with good citizenship. In order to achieve our mission, we must:

- . Improve student achievement in literacy, mathematics, science and social studies
- . Provide staff with meaningful professional development
- . Maintain an effective system of positive behavior supports
- . Engage parents as partners in the educational process
- . Monitor school climate and culture
- . Foster the development of positive self-esteem and social growth in the home, school and community

We are committed to providing to students with disabilities full access to rich language and literacy experiences through the effective use of high- and low- technology tools.

We intend to bring together diverse media (text, sound, pictures and video), strive to draw upon children's natural impulses and expand the range of all learning experiences.

Areas of celebration include three of the six elements of the Framework for Great Schools. These include Rigorous Instruction, Collaborative Teachers and Effective School Leadership. The following are excerpts from our 2015 Quality

Review: P.169 is Well-Developed in ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

P.169M is Well-Developed in establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.

Our area of focus falls within the element of a Supportive Environment as it refers to teacher feedback so that students may make optimal gains across all curriculum areas. Our 2015 Quality Review states : P.169M area of focus - Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

75M169 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	326	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	2	# Drama
# Foreign Language	N/A	# Dance	8	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		84.8%
% Free Lunch	80.1%	% Reduced Lunch		0.4%
% Limited English Proficient	14.9%	% Students with Disabilities		98.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		36.2%
% Hispanic or Latino	56.0%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	3.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		6
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		20.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
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	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 Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
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.	H
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>All curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts for all learners. Teachers across grades and content areas use student work and data to refine curricula so that all students are engaged in challenging learning experiences. Our strategic curricular decisions result in rigorous tasks and learning experiences promoting college and career readiness for all learners across grades and content areas. Multiple entry points are regularly planned to provide access to curricula and cognitively engage all learners.</p> <p>Our school’s use of Ready Gen and Expeditionary Learning literacy curriculum and Go Math and Connect Mathematics Program (CMP 3) provide students in standardized assessment classes with exposure to rigorous tasks and learning activities aligned to the Common Core Learning Standards. Curriculum maps identify formative assessment tasks and differentiated learning activities that support student access to an appropriately challenging final performance assessment. For students in alternate assessment unable to access the content of the general curriculum, we have implemented across all sites Unique Learning Systems, Attainment, Structured Method in Language Education (SMILE) and Sounds in Motion, resulting in increased curricular coherence and students results as demonstrated by results on Students Annual Needs Determination Inventory (SANDI). Students assessed with SANDI showed overall a 13% increase in reading and a 25% increase in math from Fall 2013 to Fall 2014. We strategically integrate the English language arts, science and social studies curriculum with learning tasks emphasizing the following shifts to enable students to be successful in meeting their goals: writing from sources; balancing informational and literary texts; building academic</p>		

vocabulary. In math, learning tasks are extended to provide students with opportunities for real world application of skills. Our teachers across grades and subject areas use student work and data to continuously plan and refine curricula to meet the needs of diverse learners. Teacher lesson plans provide evidence of strategic planning to engage all learners using the Universal by Design model of differentiation. Components include differentiated tasks, flexible grouping, leveled readings and books adapted by the teachers, and technology including Smart Boards, iPads, and class-based and individual assistive communication devices. Review of the curriculum by teachers has resulted in the programming of assistive communication devices with vocabulary specific to curriculum units and lessons to provide all students with entry points into the curriculum, as evident in symbols planned to communicate about solutions in science.

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, there will be a 3% increase in the number of students in grades 3-8 scoring on Level 2 or above on State standardized ELA and Math tests.

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>Implementing Common Core aligned curriculum in both ELA and Math will address previous gaps in student performance. Staff will collaborate during weekly collaborative learning community meetings to discuss the effectiveness of these strategies and to make necessary improvements. Additionally, weekly Monday afternoon meetings will also address needed test</p>	<p>K-8</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal, Unit Coordinator</p>

taking strategies by grade level.			
Edperformance testing will be completed every 12 weeks to identify challenging areas for remediation.	3-8	September 2015, December, March, June 2016	Classroom Teachers
SWAT activities (Students Will Ace Testing) will be employed by classroom teachers	3-8	February 2016-March 2016	Classroom Teachers, Math Cluster Teacher
Test preparation materials will be distributed beginning in November, 2014 to provide activities in test taking skills and increasing stamina. These test prep materials are now Common Core aligned.	K-8	November 2015-April 2016	Principal and Assistant principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
All classes are programmed for double ELA periods as well as extended mathematics periods. Our Math Cluster teacher targets grades 6 and 7. School-based OTPS funds are adequate to provide for instructional 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		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By October 2015, pre- unit assessments in Expeditionary Learning, ReadyGen, GoMath and CMP3 will be completed. By February 2016, end unit performance tasks will be completed. These tasks will be used to review student progress towards the goal. Edperformance assessments in both ELA and Math will be completed by September, 2015, December, 2015, March, 2016 and June, 2016. Test Prep materials will be distributed in November, 2015, December, 2015, February, 2016, and April, 2016
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.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	H
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Positive based interventions and supports (PBIS) is the driving force which unifies all sites of P169M. Students and teachers strive towards creating a positive learning community which teaches behavioral expectations, provides reinforcement for appropriate behaviors, and consistent consequences when needed. The KARMA behavior management system is used at each of our sites in order to teach, model and track behavioral progress of our students. KARMA is an acronym for the following: Kind, Appropriate, Responsible, Mature and Responsible. Each symbolizes a set of behavioral expectations across settings (classroom, lunchroom, hallway, gym, etc.). These expectations are posted in all classrooms and taught periodically to our students in order to maximize their behavioral development. A variety of programs are available to assist with teaching expectations, creating a positive learning community and developing community oriented students/staff. These programs include: Big Buddy program, Student Council, P169M Has Heart, Emotional Literacy, SEL Standards and Shining Star. By focusing on positive behavior, we foster a climate which reinforces appropriate behavior and moves our students towards returning to community schools if that is their goal. It allows our students to develop maturity and independence while accepting personal responsibility for their academic, behavioral and personal success. Data in the OORS system shows a decrease in Level 4 incidents from 8 to 3 comparing SY2013-2014 to SY2014-15 and a decrease in Level 5 incidents from 2 to 1 for the same period. Our goal is to eventually eliminate these incidents.</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 –Supportive Environment. 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, there will be improved positive student behavior as evidenced by a 10% reduction in Level 4 and 5 occurrences.

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>SWIS and OORS data will be reviewed monthly during PBIS Team meetings to address trends and develop strategies to address rises in occurrences.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>PBIS Team, Dean Team, Assistant Principal</p>

KARMA Jeopardy: Classes engage in interactive learning through our SmartBoard technology with questions focused on our behavioral expectations and social emotional learning standards.	K-8	November, 2015, February, 2016, May, 2016	PBIS Team, School Psychologist
All of the sites of the P169M family come together for a day of community building and KARMA/ Emotional Literacy events.	K-8	September, 2015, June, 2016	PBIS Team, School Psychologist, Unit Coordinators
Curriculum Newsletter: Each month the organization highlights a “best practice” topic.. The newsletter features visual representations of PBIS in classrooms differentiated based on student levels. The newsletter promotes awareness of Danielson’s Framework Domain 2 – The Classroom Environment.	K-8	October 2015-June 2016	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PBIS Team meets bimonthly under the direction of the school psychologist. Additional meetings are leveraged during Monday afternoon PD which include teachers, paraprofessionals and related service providers.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress monitoring will occur on a monthly basis by reviewing the “Big 5” reports generated from SWIS as well as the OORS summary reports. Special attention will be given to the 2/16 report to monitor trends leading to the progress towards meeting this goal.
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.	H
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.	H
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	H
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<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>All teachers are involved in consistently analyzing student work, assessment data, instructional practices and curricula within structured professional collaborations. Established leadership structures and a culture of shared accountability are in place and promoted at the school. The work of teacher teams has resulted in improved teacher pedagogy and increased student achievement. Distributed leadership structures have afforded teachers opportunities to build leadership capacity and share in decision-making processes relevant to student learning and achievement.</p> <p>Teachers collaborate in professional teams where they analyze student work and data to develop and refine practices within a grade or discipline. In the team meetings, teachers used multiple sources of data, including student reading levels, curriculum mid- and end- unit assessments in math and English language arts, student progress toward meeting Individualized Educational Plan goals, SANDI and FAST assessments. Curriculum maps, units of study and lesson plans are evidence of team planning aligned to the Common Core Learning Standards and highlight the instructional shifts, resulting in curricular coherence across grades and disciplines at all sites. Extensive professional learning for staff is shared at teacher team meetings and serves to strengthen pedagogical practices of teachers. School leaders provide time and substitutes for teachers to attend professional development outside of the school; structures are in place during teacher team meetings and Monday professional development for teachers to share what they have learned with their colleagues. Teachers develop comprehensive agendas for their team meetings and use protocols to analyze and "learn from" student work School leaders have distributive leadership structures in place that build teacher capacity and allow teachers to have input in strategic decision making. Unit coordinators meet with the data specialist once monthly to examine trends across the organization and to make academic, social and behavioral recommendations to ensure coherence across sites. School leaders provide teachers with opportunities to develop their skills and become lead teachers for school initiatives, such as Wilson, the debate team, and Get Ready to Learn. Through innovative and</p>		

collaborative scheduling, the school's paraprofessional collaborative provides paraprofessionals with opportunities to discuss curriculum expectations and students' behavioral and academic progress. Paraprofessionals are able to share best practices resulting in improved student outcomes.

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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers of students in alternate assessment will collaborate in professional teams to analyze student work and will share best practices to support reading and math instruction, as evidenced by student's increase of an average of 50 points in both the reading and math sections of SANDI, as measured from pre- to post- assessment.

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>Weekly collaborative meetings will assess student work products to make changes in the process and product of instruction.</p>	<p>K-8</p>	<p>October 2015-May 2016</p>	<p>Assistant Principal and Unit Coordinators</p>
<p>One of our Monday afternoon P.D. sessions is for the presentation of information in content areas that need focused professional development. This time period is for staff to turn-key information learned from attendance at Professional Development opportunities outside of the school building. All staff who attended outside P.D.</p>	<p>K-8</p>	<p>October 2015-May 2016 - 1X a month</p>	<p>Teachers, Assistant Principal, Unit Coordinators</p>

opportunities turn-key the information.			
Another of our Monday afternoon P.D. sessions is used for visitation of a colleague's classroom on the same grade band level and to do a "Gallery Walk". One classroom per month will be visited. Areas that they will look at and that teacher's and para's will be able to discuss, include but are not limited to: Bulletin Boards, Student Work, Classroom Library, Word Wall, Portfolios, Anchor Charts, desk arrangement, Role of the Paraprofessional, general organization, centers, work areas, morning meeting, PBIS, KARMA, E.L., etc.	K-8	October 2015-May 2016 - 1X a month	Teachers, Assistant Principal, Unit Coordinators
n/a	n/a	n/a	n/a

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.											
SBO vote was conducted to insure the ability for our D.75 school to have the extended Monday and Tuesday afternoons. Schedule was collaboratively organized to represent staff needs.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Monthly professional development feedback forms are reviewed. They collect information that asks the following: What did I engage in?, Who did I engage with?, How did this impact my practice? By February 2016, forms will be reviewed of the teachers of alternate assessment to insure that all staff are participating in the high leverage activities to monitor progress towards this goal.
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.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>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>During the SBO voted and agreed upon extended Mondays and Tuesdays, school leadership in collaboration with school staff agreed upon a comprehensive framework as to how to utilize this valuable time. The following is the present outline (there is one Monday a month dedicated to each area):</p> <p>Portfolios – This time period is for everything that you need to do with Portfolios. Classroom Teacher's (standardized) ELA and Math Portfolios. Cluster Teachers – Portfolios for all students that you see. Classroom Teacher's (Alternate) - IEP goal reflection. Make sure that each Portfolio has a cover, table of contents, and is organized and up to date. 88th Street – needs to include assessments (pre, mid, end unit, performance task). Sites – I.E.P.'s, 2 goals for each subject area. Student work products that support each goal and task. Rubric, scored accurately. General tidiness. Do not include student work that does not support a goal or module. There are times that you may be working independently, in small groups or in large groups.</p> <p>Week#2 – Assessment – This time period is for all of the assessment systems that you are using. Running Record (Teacher's College), Scantron, Assessments for ELA and Math, SANDI, FAST, NYSAA, Unique, Baseline and Benchmark assessments, Individual teacher made assessments are all included. This is a time for updating your grading system (engrade, etc.). This time is for creating, updating and scoring assessments. There are times that you may be working independently, in small groups or in large groups.</p>		

Week#3 – Content Professional Development – This time period is for the presentation of information in content areas that need focused professional development. This time period is for staff to turn-key information learned from attendance at Professional Development opportunities outside of the school building. All staff who attended outside P.D. opportunities should expect to turn-key the information during these times. Existing and new initiatives will also be shared during this time period. There are times that you may be working in small or large groups.

Week#4 – Intervisitation Monday – This time period will be utilized to visit a colleague’s classroom on your grade band level and do a “Gallery Walk”. One classroom per month will be visited. Areas that you should look at and that teacher’s and para’s should be able to discuss, include but are not limited to: Bulletin Boards, Student Work, Classroom Library, Word Wall, Portfolios, Anchor Charts, desk arrangement, Role of the Paraprofessional, general organization, centers, work areas, morning meeting, PBIS, KARMA, E.L., etc.

Expect to have conversations with the classroom team about the rationale behind all that you see. Grade bands at 88th Street are K-2, 3-4, 5,6,7,8 and A.A. Site visits will be scheduled by the Coordinators. This is also the time that content area cluster teachers can visit their colleague’s at other sites that share that same content area.

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 June 2016, 10% of teachers will improve their MOTP rating by participating in structured professional development opportunities that address the areas where they are facing challenges.

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>Teachers participate in weekly collaborative learning community meetings on grade level bands</p>	<p>K-8</p>	<p>10/15 - 6/16</p>	<p>Assistant Principal, Unit Coordinators</p>

to refine teacher practices and share Best Practices.						
All staff participate in extended Monday professional development opportunities. These opportunities are planned to increase teacher effectiveness and student achievement.						
n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a

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.

Teachers utilize their professional periods for weekly collaborative meetings. Paraprofessionals also attend weekly collaborative meetings. Out of classroom staff support classroom instruction while these very necessary meetings take place.

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

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

Part 5 – Progress Monitoring

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

Monthly professional development feedback forms are reviewed. They collect information that asks the following: What did I engage in? Who did I engage with? How did this impact my practice?

By February 2016, forms will be reviewed of all teachers to insure that they are receiving targeted PD in areas of challenge for them. This will insure progress towards this goal.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Families are excited about several opportunities that we offer to students and families. Learning does not end at the last bell here at P.169M as we offer afterschool academic and physical education programs. The CHAMPS Middle School Sports and Fitness League is an initiative of the New York City Department of Education that promotes student physical activity during the critical years of middle school. The name CHAMPS derives from the initials of the five characteristics that describe our participants: Cooperative, Healthy, Active, Motivated and Positive Students. Additionally, students in middle school can receive additional academic instruction as part of the Chancellor’s After-School Initiative which incorporates the “Toon Boom” program. “Toon Boom's” core technology helps to give students the competitive edge required for a career in the digital industry. Additionally as our students engage in Cookshop, our Families engage in Cookshop for Families. Once a month our Parent Coordinator in collaboration with our Unit Coordinators gather our parents to participate in creating a healthy and cost effective meal.</p> <p>Additionally, our Parent Coordinator is aligned with the Parent Coordinators of the Manhattan District 75 schools as they hold monthly Parent Workshops that are formulated based upon parent interest.</p> <p>P.169M is a school consisting of a Main Site and 4 off-sites. One of the school practices that brings together the students and their families is the publication of a site specific monthly newsletter. Common attributes of this newsletter include students with top attendance percentages and PBIS outstanding achievers. Newsletters are sent to all families.</p>		

A Celebration! Newsletter is sent home monthly that compiles best practices across all of our sites contained in one Newsletter. In this way, as student's transition to other sites, parents already have a familiarity with that site.

NYCCC (New York City Children's Center) is a Mental Health Agency that operates in our Main school building and presently provides services to 40 of our students and their families. The goal is for them to be able to provide services for 60 students. These services are directed at improving student's mental health so that academic achievement can be improved.

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, parent participation in school-wide events will increase by 5% at all sites as evidenced by sign in sheets from each event.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Cookshop for families provides an opportunity for parents to come to the school once a month to learn about the healthy foods that their children are also learning about in school.</p>	<p>K-3</p>	<p>11/15-6/16</p>	<p>Parent Coordinator, Unit Coordinators</p>
<p>A yearly as well as monthly follow up reminders is distributed to parents to outline topics for parent meetings as derived from a parent needs assessment.</p>	<p>K-8</p>	<p>10/15-6/16</p>	<p>Parent Coordinator</p>

All teachers have a system of parent communication which provides daily, weekly and monthly information concerning student progress in instructional, behavioral and attendance information.	K-8	9/15-6/16	Assistant Principal, Unit Coordinators
n/a	n/a	n/a	n/a

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.											
Unit Coordinators will and Assistant principal will leverage Monday PD meeting time with Parent Coordinator to schedule time for parent activities.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Agendas and sign in sheets will be collected from each parent/family opportunity. Follow up calls will be made as to the effectiveness of the opportunity and monthly data will be tallied. By February 2016 all data will be reviewed by the administrative cabinet and Parent Coordinator to assess progress towards this goal.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

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)	Standardized and Alternate Assessment students who fall below Level 2 on State Assessments.	Wilson, Words Their Way, Mindplay, MyOn, Failure Free Reading, Fablevision Animationish, Unique, Attainment	Individual and small group instruction	During the school day and afterschool for those students participating in MSAS.
Mathematics	Standardized and Alternate Assessment students who fall below Level 2 on State Assessments.	Math Steps, Attainment	Individual and small group instruction	During the school day and afterschool for those students participating in MSAS.
Science	Standardized and Alternate Assessment students who fall below Level 2 on Science Portfolio Assessments	Rereading text with emphasis on academic vocabulary.	Individual and small group instruction	During the school day
Social Studies	Standardized and Alternate Assessment students who fall below Level 2 on Social Studies Portfolio Assessments	Rereading text with emphasis on academic vocabulary.	Individual and small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who achieve Level 0 on school-wide behavior system.	PBIS, Emotional Literacy	Individual and small group instruction	During Friday Advisory period.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.

n/a

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).

n/a

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

n/a

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	n/a		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

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

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

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

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

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- always try my best to learn.

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>Robert F. Kennedy</u>	DBN: <u>75M169</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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>12</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: _____

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: Begin description here: P169M will run a Title III ESL afterschool instructional program serving 12 students in grades K-2, in a 12:1:1 class with one ESL teacher, one paraprofessional, and one supervisor collaborating in and overseeing the program. The class will meet for two and a half hours a day, Wednesdays and Thursdays, five hours a week, from 2:30 PM to 5:00 PM for a total of 50 hours (20 sessions, 10 weeks) beginning in early January and go through mid March. The class will be taught in English by a certified ESL teacher, Mr. Charles Magill, and a special education teacher/supervising Assistant Principal, Ms. Ilene Halpern (works hours Mon. 7:15-4:00, Tues. 7:15-4:00, Wed. 7:15-2:25, Thurs. 7:15-2:25, Fri. 7:15-3:30), who will use appropriate ESL methodologies and scaffolding techniques, supported by research, such as the natural approach (Krashen, S., 1985), TPR (Asher, J., 2003), the language experience approach (Wales, M.L., 1994), and Quality Teaching for English Language Learners (QTEL) scaffolds (Walqui, 2005). Technology and problem solving will be infused into instruction to enhance student learning, and as a solution to the problem of access and equity for ELLs with severe disabilities (Birnbaum, B., 2003). Instruction will address the New York State ESL, ELA and content area and common core learning standards.

- The rationale of instruction in the Title III Afterschool Program at P169M is to provide additional support and opportunities for ELL students with Autism, severe emotional/behavioral disabilities, compounded, in some instances, by moderate to severe learning disabilities and/or cognitive impairments, to increase their listening, speaking, reading, and writing skills in English. The NYSESLAT scores for these students indicate the students need more support in all modalities of expressive and receptive language. Teachers will address the NYS ELA Common Core Learning Standards of listening, reading, writing, and speaking using informational texts through the use of laptop computers and software packages designed for our student population which includes "Writing with Symbols." Also, teachers will use the learning experience approach to deliver instruction that is differentiated, thematic, and that affords students an opportunity to generalize, apply, and put their skills into practice across content areas and in a variety of situations, as suggested by the New York State Education's Office of English Language Learners in their resource book entitled "The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers." We will also further ADL skills, cooking and communication skills through JARS (Joint Action Routine) and Sounds in Motion. The Title III Afterschool program will support and supplement Part 154 instruction delivered during the school day by providing additional language-learning support to students that will benefit them in their academic, recreational and behavioral/socialization programs. The use of technology like I pads and computers will be used to enhance their education. The theme of the Afterschool program as stated above, will be Effective Communication in the School and in the Community Environment, and will include instruction which is heavily weighted with language which is needed in the community and in school. The students will learn to search and navigate instruction on the computer and negotiate purchasing supplies at the community stores. They also will develop a facility for the use of boardmaker-Mayer-Johnson symbols. The language of instruction will be in English.

Part C: Professional Development

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

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

Begin description here: P169M plans to use Title III funds to create a Title III Study Group for the professional development component of its plan. The professional development group will study both the academic and communication needs of ELL students who will participate in the Title III Afterschool program. The study group will also be aligned to the "Inquiry Team" project already in existence at the school (focused on strengthening standards-based instruction and improved academic outcomes) and will focus on creating a standards-based professional development resource kit to enhance staff preparation and planning for instruction of ELLs and thereby improving student communication skills necessary for success in their current academic setting, not only in the Afterschool Title III program but also for push in and pull out services provided for students during the school

day. This professional development initiative is aligned to the instructional Afterschool Academy program and will provide technical support and resources to staff in the Afterschool program, Tuesdays from 3:40 to 6:40 p.m. commencing in early January and ongoing through the Title III program. The study group format of our planned professional development is in alignment with research findings that equate successful professional development and the application of what is learned during PD to the classroom setting, and offering teachers the opportunity to take on leadership roles in their own ongoing training (Galbraith, P. & Anstrom, K., 1995), as well as supported by the Action Research Process and teacher-initiated/led action research and implementation (Sagor, ASCH, 2000). The title III study group will meet for a total of nine hours, (3, three hour sessions) on Tuesdays. The staff will read chapters(Teaching Autism) in advance, and respond to questions formulated by the ESL Teacher on the tenets of the book. The topics to be discussed, which are aligned to the Title III program, will include: Standards-based instruction (CCLS) in the content areas for writing purposes; Using the Language Experience Approach to understand informational texts; How to teach students to generalize, apply and synthesize skills; What does it mean to effectively communicate in the school environment, and how is this imparted to students?; Supporting academic language using visuals, regalia and manipulatives; Supporting appropriate language and behavior in the classroom and community. We will also be using Teaching Autism: Strategies to Enhance Communication and Socialization, School Success for Kids, Emotional and Behavioral Disorders and Creating Effective Programs for Students with Emotional and Behavior Disorders. The paraprofessional, who will work with the ELLs in the Title III program at P169M, along with a supervisor, will participate in this PD. Books we will be using are 1) Perspectives in Autism Chapter 2 - Learning Styles of People with Autism Chapter 4 - Enhancing Communication in Non-Verbal Children with Autism, Chapter 3 - Children with Autism, What Parents Want Chapter 7 - Enhancing Social - Communication Interaction Chapter 8 - Enhancing Children, Playing Chapter 12-ADL Skills, 2) School Success for Kids with Emotional and Behavioral Disorders by Michelle Davis, Vincent Culotta, Phd. Chapter 2 - History Chapter 3 - Family Factors Chapter 6 - Evaluation Chapter 8 - Involving Parents 3) Creating Effective Programs for Students with Emotional and Behavior Disorders.

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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: _____ The Title III orientation for parents will take place during Parent/Teacher conferences in November at 1:00 and 5:00 p.m. Parents were informed of the proposed Title III program and had their questions regarding the program answered. Parents will be notified in writing and go home in their backpacks and follow-up phone calls, in their native language about the Title III Afterschool support program using the official Title III letter found on the DOE website; and tailored to the 169M program. Parents will be invited to attend the Title III Program with their child. Parents will be encouraged to take this opportunity to familiarize themselves with the educational technology available to their children in order to assist their children in their quest to self-regulate, learn appropriate responses to social situations, and to encourage their children in academic areas. Parents will also receive parent books for their personal use. On 3 Tuesdays, the ESL Teacher and Supervisor will provide one hour workshops to parents. The topics will be focused on communication skills and controlling behavior and exposing children to the world around them, common core learning standards, curriculum and testing preparation. We will be using "Helping Children to Improve their Communication Skills- Therapeutic Activities.

Part E: Budget

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

Allocation Amount: \$11 , 200

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 	<u>Instruction \$6,930.70</u> <u>PD \$11,91.51</u> <u>Parent Engagement \$310.02</u>	<u>Instruction</u> <u>1 teacher @\$50.50 x 5hrs x 10 weeks</u> <u>\$2,525.00</u> <u>1 supervisor @ \$52.84 x 5hrs x 10 weeks =</u> <u>\$2642.00</u> <u>1 para @ 29.05 x 5hrs x 10 weeks =</u> <u>\$1452.50</u> <u>1 secretary @ 31.12 x 10 hours =</u> <u>\$311.20</u> <u>Professional Development:</u> <u>1 teacher @ \$50.50 x 9 hours =</u> <u>\$454.50</u> <u>1 supervisor @ \$52.84 x 9hours =</u> <u>\$475.56</u> <u>1 para @ \$29.05 x 9 hours = \$261.45</u> <u>Parent Engagement</u> <u>1 teacher @ \$50.50 x 3 hours =</u> <u>\$151.50</u> <u>1 supervisor @ \$52.84 x 3 hrs 158.52</u>
Purchased services	_____	_____

Part E: Budget

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

Allocation Amount: \$11 , 200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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. 	<u>ipads = \$1,497.00</u> <u>staff books = \$334.08</u> <u>parent books = \$233.68</u> <u>ADL supplies = \$211.43</u> <u>i pad apps = \$84.08</u> <u>Total = \$2346.27</u>	<u>3 pads @ 499.00 = \$1,497.00</u> <u>Title III staff books - \$334.08</u> <u>Parent Books = \$233.68</u> <u>ADL Supplies = \$211.43</u> <u>iPad apps = \$84.08</u>
Educational Software (Object Code 199)	-	_____
Travel	_____	_____
Other	<u>Parent metros \$207.50</u> <u>refreshments \$200.00</u>	<u>\$2.50 x 83 = \$207.50</u> <u>refreshments for parents \$200.00</u>
TOTAL	<u>\$11,200.00</u>	<u>\$11,200.00</u>

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 75	Borough Manhattan	School Number 169
School Name The Robert F Kennedy School P169M		

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 Susan Finn	Assistant Principal Ilene Halpern
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Denise Velazquez
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent	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	2	Number of certified bilingual teachers not 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	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	336	Total number of ELLs	42	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	42
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	18	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	21		21	18		18	3		3	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														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: _____
------------------------------------------------------------------	-------------------------------------------------------------

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	8	1		6	4	7	6	1	4	1				0
Chinese														0
Russian														0
Bengali				2										0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1		1							0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	2	1		0
4	12	4	1		0
5	16	2			0
6	18	4			0
7	33	1			0
8					0
NYSAA	10	36	22	10	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	16		6		2		0		0
4	14		3		1		0		0
5	17		1		0		0		0
6	20		4		0		0		0
7	32		1		0		0		0
8									0
NYSAA	12		30		21		15		0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses SANDI and FAST which helps us to properly group our students and informs our instruction. The SANDI results determine a hierarchy of developmental/academic proficiency. The SANDI assesment is a Common Core aligned skill assesment that supports the development of student PLOPS and eventual IEP goals. Within all the assesments, strengths and weaknesses are identified. Both formal and informal assesments conducted provide a comprehensive profile of the individual student which will determine instructional focus and teaching objectives. Quantitative data is taken and analyzed during teacher cohort meetings. The trend is slowly improving over time. Over 70% of our alternate assesment students have remained in the "beginner/entering" cohort and have had challenges moving forward due to the moderate to severe cognitive delays.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT and NYSITELL data indicate that the majority of our ELLs are placed at the beginner level in all of our grade levels. NYSESLAT scores inform both the choice of materials and our program models. Students with the most significant developmental delays show the least progress when measured using the NYSESLAT. Due to the level of disability of some students, they were unable to answer NYSESLAT questions resulting in a (NSC) no score.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses the NYSESLAT as an AMAO tool. Information gathered through the NYSESLAT testing is used to support student grouping in classes as well as composition of groups instructed by ENL teachers. The data reveals that our students are lagging behind in reading and writing and are stronger in their receptive language skills. This allows for targeted instructional approaches from ENL teachers to close student achievement gap. Students selected for P169M's Title III program are at "Beginner/Entering" level. They are selected to the program to further assist in closing the achievement gap.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The pattern that emerged from our 2014 NYSESLAT scores is that our students are progressing well in speaking, but are lagging behind in listening, reading, and writing. We use the NYSESLAT scores to tailor our instruction for our ELLs. Our assessments indicate that our students would benefit from greater attention to Cognitive Academic language proficiency which will be addressed through content area instruction. The native language is used to help scaffold material for students to transfer their native language proficiency to the target language. Many of our ELL students are designated as Alternate Assessment test takers, therefore exempt from all standardized assessments. However teacher generated informal assessments are ongoing and results are used to tailor instruction for students.

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*.] Struggling ELL students are identified during data review/cohort meetings. Student program effectiveness is assessed and modified at this time. Students who are identified at this time will receive increased academic intervention services including but not limited to, Homework help, tutoring, and participation in our Title III program.
6. How do you make sure that a student's new language development is considered in instructional decisions? ENL teachers, classroom teachers and alternate placement language paraprofessionals consider home language influences on second language development. Instructional decisions are made based on individual profiles and student needs. Targets of measurement and Bilingual progressions are used in planning for New Language instruction. Transference of Literacy skills from (L1) to (L2) is evidenced by students phonetic ability. Evidence of the child's educational history may be assessed via the Spanish Language Assessment Battery exam. All stakeholders participate in an immersion of ELA/Communication instruction. Cluster support teachers are required to select ELA/Communication objectives and will teach to these objectives within their discipline.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Currently our school only offers an ENL program.

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

We evaluate the success of our ELL program in a variety of ways. Movement towards "proficient/commanding" on State tests (NYSESLAT) are monitored. Student's success is determined through the acquisition of skills as demonstrated in their portfolio and NYSESLAT results. This information is analyzed and used to drive instructional choices. Instructional adjustments are made according to the student's needs. Based on the NYSITELL and NYSESLAT scores, a data pattern has proven that the reading and listening skills are the student's strengths. In addition, more support is needed in the reading and writing modalities. At every grade level, this pattern has been displayed.

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.

For some students in District 75, options for special education ELLs are determined and discussed with parents and guardians at the Committee for Special Education (CSE). As part of the identification process for the English Language Learners (ELLs) students/parents or guardians need to complete the Home Language Identification Survey (HLIS) in their native language. This HLIS is administered at the CSE by a licensed Pedagogue, and a translator, when necessary. Once the HLIS is given, the team at (CSE) makes the appropriate ELL determination.

Parents are given an array of options from which to choose and designation of ESL and Bilingual services is typically determined at this time. In the event that CSE has not made an ELL determination or failed to identify an ELL, the following protocols have been established at our school.

One of our two state certified ENL teachers Ms. Lovas(English) or Mr. Magill(English/Spanish) will conduct the HLIS including an oral interview in English or native language with the parent or guardian with Department of Education's HLIS within 20 school days. A determination is then made based on HLIS as to convene a Language Proficiency team meeting to further determine if the child should take the NYSITELL exam and possibly the Spanish LAB. (The Spanish Language Assessment Battery is given to determine the child's Spanish language Literacy skills.) The Language Proficiency Team consists of two ENL teachers (Ms.Lovas and Mr. Magill), Assistant Principal, Ilene Halpern and Parent Coordinator/Language Access Coordinator, Denise Velazquez and the parent of the child. The team interviews the parent and student, analyzes student language skills, looks at family's home language history and determines if

the child should receive the NYSITELL exam. Scan sheets are submitted and processed. Additionally, new parent orientation meetings are organized by the school parent coordinator and conducted at commencement of school year to identify ELL students.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are

- Newly identified ELLs, and
- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year.

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).

English Language Learners are identified during the initial evaluation which occurs at the Committee on Special Education (CSE) or at their former school. It is at that time that parents are asked to fill out a Home Language Identification Survey and the Language Proficiency Team (LPT) will assess the students language skills and determine if the student is eligible for the New York State Identification Test for English Language Learners (NYSITELL). The language proficiency team consists of Ilene Halpern assistant Principal, Carla Lovas ENL teacher, Carlos Magill ENL teacher and Denise Velazquez Parent Coordinator/Language Access Coordinator. The parent of the child is also invited to attend the LPT meeting and the Language Access Coordinator will translate or call the Language Translation and Interpretation number to facilitate communication with the parent in their preferred language. The 20 day timeline will be adhered to in order to accept or reject the LPT recommendations. Furthermore the 20 day timeline for ELL service placement will be followed.

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.

In District 75 this is done at CSE.

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).

Parents will be further notified of their right to appeal their child's ELL eligibility status within 45 days of initial enrollment in their preferred language of communication. The LPT must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

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.

In District 75 this is done at CSE.

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.
In District 75 this is done at CSE.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In District 75 this is done at CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.
In District 75 this is done at CSE.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
These HLIS records are electronically maintained in *sis*. All ELL-related documents (including but not limited to those listed below) are kept in the student's cumulative record. The ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.
Additionally, we maintain an ELL Folder of Critical Documents which contains these documents in a central location for ease of review. We refer to all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA).
Critical ELL documents include the following:
 - Dated and signed copies of each student's
 - o Home Language Identification Survey
 - o Entitlement letter (newly identified ELLs)
 - o Continued entitlement letter (continuing ELLs)
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Ms. White, our Testing Coordinator, meets with all individuals involved with the NYSESLAT process (ENL teachers, Carla Lovas and Carlos Magill) and reviews the Administrator's Testing Manual. Working off compliance Docs (ELL Entitled) as well as ATS reports (RLER & RLAT,RHSP). A testing schedule is created, all testing materials are inventoried and secured upon arrival. Strict adherence is paid to New York State Testing protocols and testing timelines. The New York State English as a Second Language Achievement Test (NYSESLAT) is the exam administered to all ELLs in grades K to 12 (including those who are eligible for New York State Alternate Assessment) as well as those students who were not properly and timely administered the NYSITELL to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result. Administration of the NYSESLAT runs from mid-April to mid-May. The first few weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section.
I
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support are discussed with parents during IEP conferences.
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).
At this time our data suggests that parent's prefer an ENL program, we are continuing to implement our ENL program until such time that Parent Choice dictates otherwise.

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.
English as a new language (ENL): formerly known as English as a second language (ESL); research based-program comprised of (1) content area instruction in English with home language supports and appropriate scaffolds, and (2) an English language development component. ENL is delivered through a stand-alone model or integrated ENL.
 - Stand-alone English as a new language is an ENL delivery model in which students receive instruction in order to acquire the English language needed for success in core content courses. A student cannot receive stand-alone English as a new language in lieu of core content area instruction.
 - Integrated ENL (see above for definition of ENL) is an ENL delivery model in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction from a dually certified teacher or two certified teachers.English language learner subgroup or subpopulation: because ELLs are not a monolithic group but rather have different linguistic and academic needs, there are categories to better identify their needs. The categories are newcomer, developing, long-term, students with disabilities, students with inconsistent/interrupted formal education (SIFE), and former.
Home language arts (HLA): formerly known as native language arts (NLA); a unit of study or its equivalent in language arts in the student's home language. Such units of study are aligned to the Common Core Learning Standards.
Language Assessment Battery-Revised (LAB-R): former assessment used to determine ELL status
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students receiving ENL instruction are clustered together in classes to maximize minutes provided by ENL teachers. ENL teacher integrated model is designed to maximize student minutes served. The ENL Stand Alone model is designed to group children based on proficiency levels to maximize teaching objectives.
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.
Integrated ENL teaching models are collaborative models with classes that use thematic/curriculum approaches that are CCLS aligned. Stand alone models use a variety of instructional approaches all of which are focused on individual learner's documented reading levels and targeted NYSESLAT skills. Our overall approach is to allow access to learning material by adapting these materials to meet individual needs. The instructional strategies used include Total Physical Response (TPR), Language Experience, Whole Language, Multi Sensory Approach and Pictorial/ Symbolic representations in conjunction with Augmentative Communication Devices. These devices are programmed so that children can respond to a variety of stories, therefore ensuring compliance with NYS, English Language arts Progressions. The use of bilingual software and multimedia (such as boardmaker) enhances and supports the development of native language skills.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Alternate placement paraprofessionals support the teacher made native language instructional assessments. Teaching directives are translated to ensure student understanding and to assess language dominance and student progress in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ENL teachers incorporate all four modalities into their instructional focus. ENL teachers further collaborate with classroom teachers selecting and implementing teaching targets to individual English language learners. Data collection is ongoing to monitor student progress and/or modify instructional approaches. The NYSESLAT and the NYSITELL determine what level the student is currently performing. Throughout the year, students are assessed on a monthly basis with teacher made materials, portfolios and in May students are tested with the NYSESLAT.
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

a.) SIFE students are afforded increased 1:1 intensive instruction. Symbols including Picture Exchange Symbols (PECS), graphic organizers and differentiated instruction that are in Native Language as well as in English. SIFE students are encouraged to attend our Title III program for additional support and academic intervention.

b.) Newcomers are assessed and are afforded increased 1:1 intensive instruction. This supports the acquisition of many pre-requisites needed for learning. Similar differentiation models are used for the newcomer including intensive vocabulary instruction, immersion, sight words and graphic organizers. The Paraprofessional provides additional differentiation. Newcomers are encouraged to attend our Title III program for additional support and academic intervention.

c&d.) long term ELL (4-6 & 6+) receiving services; our certified ENL teachers consult with student's classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking, reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. P169M follows the New York State English as a Second Language Standards and incorporates ENL strategies such as TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning. Scaffolded instruction is provided in all subjects. Students instruction follows the same protocol as newcomer instruction. ELLs in all of our subgroups are encouraged to attend our Title III programs for additional support and academic intervention.

e.) ELLs testing proficient/commanding are eligible for an additional year of ENL support. This support includes scaffolding of materials, peer support and ongoing assessment.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must 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 a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days. Teachers across content areas will scaffold instructional materials in each content area to ensure students academic progress.

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?

P169M has selected a variety of instructional programs to address the specific needs of ELL-SWDs. Curriculum choices include the UNIQUE learning system, ATTAINMENT which is a standards based curriculum for special education students. It provides unit lessons plans with multiple entry access points with differentiated tasks to accommodate the diversity of learners with significant disabilities and is Common Core Aligned. The curriculum that we use are all grade and age appropriate. These materials accelerate English Language acquisition by providing targeted vocabulary specific to each subject area. Teachers use Smart boards, Laptops, ipads to support ELLs by providing targeted imagery to re-enforce vocabulary. Subgroups are paired with an appropriate Paraprofessional who works with them to ensure their continued progress. All of our ELLs are SWDs and the materials are grade and age appropriate as described above. Our school has a team that includes the School Psychologist, Principal, teacher, related service providers who meet to ensure that all mandated services are provided. At the beginning of each school year, the LPT meets to determine who the ELL students are, their level of language proficiency based on the NYSITELL and or NYSESLAT results and are given the appropriate ENL minutes.

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?

Students are selected to participate in an ICT classroom based upon their achievement on their state exams, ELA Math and Science and NYSESLAT exam and their ability to work independently and thrive in a less restrictive environment. Students in the ICT classroom have the same scheduling opportunities as non disabled peers.

Chart

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

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

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

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



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

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

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

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

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

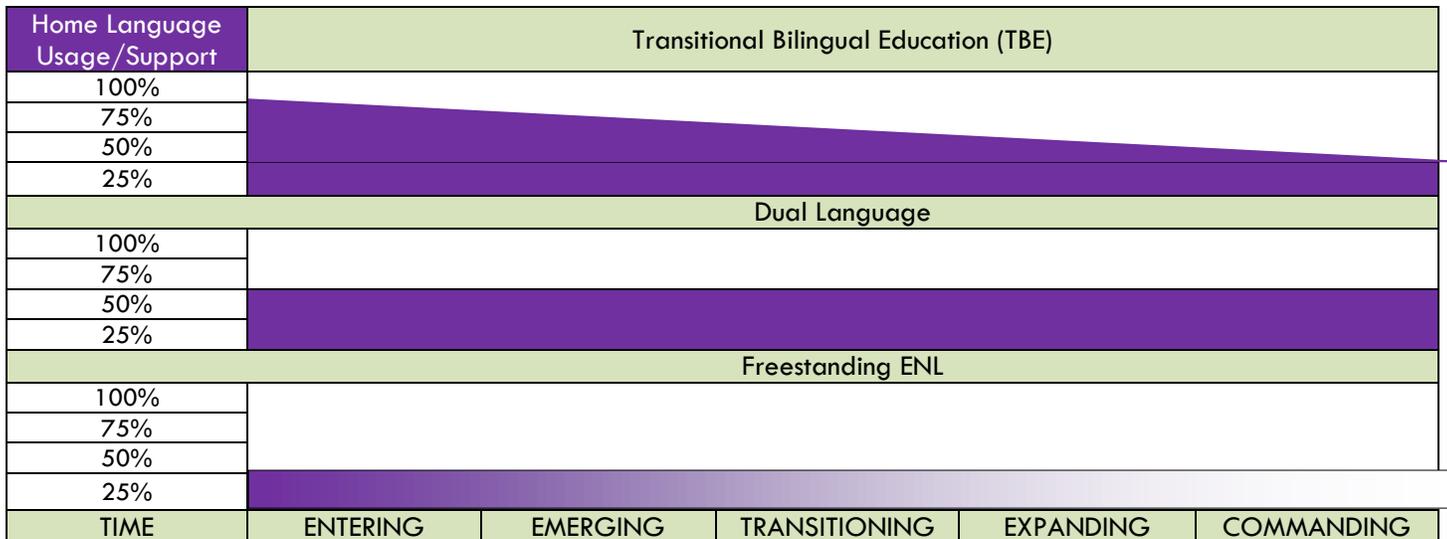


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- An extensive assesment process takes place in September. Targeted instructional programs are selected after this process to meet all ELL student's needs. The interventions use the integrated/stand alone model based on the student needs . The targeted interventions in ELA, Math, Science, Social Studies and other content areas is focused on academic content vocabulary thereby increasing comprehension. These intervention services are in English. Our school offers an after school program to further address student's content area deficits.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The organizational models of our ENL program at P169M are integrated and stand alone. Students are grouped based on student to staff ratios of 8:1:1 or 12:1:1 within three consecutive grades, IEP recommendations, needs and proficiency levels. ENL teachers maximize the number of minutes to service a child in consideration that we are a multi site school with two full time ENL teachers. Administration of instruction varies depending on developmental and behavioral needs. Depending on student's needs, the integrated model is used to assist students across curricular areas, and allows the student to stay in the classroom with their English speaking peers. Utilizing the Integrated model allows the ENL and classroom teacher to collaborate in the facilitation of classroom instruction. As a result, the ELL student is given the opportunity to acquire the English Language across subject areas. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.
- Content area instruction follows the NYS Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities. The use of technology is incorporated into ENL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction. For our long term ELLs receiving services, our certified ENL teachers consult with student's classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking, reading and writing. The results of the NYSESLAT and other teacher made assesments are used to determine the most appropriate goals and performance indicators to be applied.
- Our ENL instruction helps our students in ELA, Social Studies, Math and Science by scaffolding content area vocabulary. Our Integrated ENL instruction time facilitates comprehension across all academic areas. All of our teachers are made aware that their students are ELLs by participating in the integrated ENL model and IEP meetings and collaboration during our weekly professional development. Portfolio and teacher made assesment is ongoing and tailored to meet the student's needs.
12. What new programs or improvements will be considered for the upcoming school year?
- We are implementing new curriculum during the Title III program that addresses student's individual academic needs based on ongoing assesment data collected by the ENL teacher in collaboration with the student's content area teacher.
13. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All Students ELLs/Non-ELLs are provided support services as per their IEP. Services such as Speech and Language Therapy, Occupational therapy, Counseling are afforded equally to all students. ELLs fully participate in our CHAMPS and Title III after school programs. The CHAMPS program affords students the opportunity to practice newly acquiered interpersonal language and social skills. The Title III program identifies specific areas of remediation for our ELLs and plans curriculum accordingly. All of our students are invited to participate in these programs equally. ELLs are fully represented in all of these programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- The instructional materials provided are research based and school district sanctioned. Intervention programs include, Picture exchange communication system (PECS) and UNIQUE curriculum and ATTAINMENT. P169M follows the New York State English Language Arts Progressions and incorporates ENL strategies such as TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning. Scaffolding instruction is practiced in all subjects by the classroom teachers.
- P169M has selected a variety of instructional programs to address the specific needs of ELLs. Curriculum choices such as UNIQUE learning system and ATTAINMENT are standards based curriculum for special education students. They provides unit lessons plans with multiple entry access points with differentiated tasks to accommodate the diversity of learners with significant disabilities and

are Common Core Aligned. The curriculum that we use are all grade and age appropriate. These materials accelerate English Language acquisition by providing targeted vocabulary specific to each subject area. Teachers use Smart boards, Laptops, ipads to support ELLs by providing targeted imagery to reinforce vocabulary. Subgroups are paired with an appropriate Paraprofessional who works with them to ensure their continued progress. All of our ELLs are SWDs and the materials are grade and age appropriate as described above. Our school has a team that includes the School Psychologist, Principal, Teacher, Related Service Providers who meet to ensure that all mandated services are provided. At the beginning of each school year the LPT meets to determine who the ELL students are, their level of language proficiency based on the NYSITELL and or NYSESLAT results and are given the appropriate minutes and are placed accordingly.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native Language support is provided by assigned Alternate Placement Paraprofessionals. Mr. Magill (ENL) can offer additional (Spanish) native language support. A Spanish Home Language Library is maintained by the ENL teacher.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Resources are selected to support the special needs of the school population. Services and resources are designed to meet the developmental levels and the unique learning styles of our students. All required services are delivered according to age and grade level. The support services are delivered according to their cognitive academic needs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The Parent coordinator organizes parent orientations, support groups: Language translation is afforded to all parents at orientations and support meetings. ELL parents are invited to all school support programs. If an ELL student enters our school prior to the Academic school year the student may attend Chapter 683 summer program.

19. What language electives are offered to ELLs?

N/A

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)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
We have ongoing Professional Development and support for our school at P169M. These PDs are geared to effectively identifying and supporting our ELLs. These PDs include: 1.)Effectively identifying ELLs and programming 2.) Scaffolding for ELLs and transitioning 3.)Preparing ELLs for the NYSESLAT. These PDs are for Assistant Principals and Coordinators, subject area teachers, common branch teachers, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, school secretaries and parent coordinators.
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?
They are offered PDs by district 75 and the NYC DOE Office of English Language Learners that are aligned with the Common Core Learning Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As part of ongoing professional development, Guidance Counselors School Psychologists, The Parent Coordinator are all trained to guide the students as they transition from elementary to middle and/ or middle to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
We offer professional development for our staff during each staff development day and during our monthly staff meetings. The topics of our professional development sessions pertaining to the education of ELLs will include NYS ENL standards, balanced literacy, math teaching -- ENL through content areas, for both standardized assesment and alternative assesment students. The entire staff of P169 is expected to attend professional Development with regard to the education of ELLs at P169.
Our ENL teachers work with each of our teachers who have ELLs in their classrooms to develop action plans which include conferences, tutoring and scaffolding to help our students transition from different educational settings. Our staff is encouraged to participate in the Jose P. training offered by the District's professional development office. All appropriate training documentation is kept on file with the school's payroll secretary. The professional developments take place during the three PD days at the school and through the city and district wide PDs. Records are maintained by the payroll secretary with agendas and attendance dates.

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?
The LPT team meets with all parents of Ells to discuss the goals of the program, their child's language progress, their child's testing results and how best to remediate based on our discussion with the parent and their childs progress.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
We have staff members who can translate and if not available we can call the LanguageTranslation Interpretation unit. Records of Parent contact and phone calls are maintained by teachers and Parent Coordinator.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We partner with the following agencies to help deliver workshops and other valuable information to our parents: New York Public Library, NYFAC (New York Families for Autistic Children), YAI, Sinergia and Resources for Children with Special Needs.
5. How do you evaluate the needs of the parents?
We evaluate the needs of our parents through surveys, Curriculum Day event, parent/teacher conferences and Individual Education planning meetings. As a result of our ongoing dialogue with parents we develop workshops that address their specific issues and needs.
6. How do your parental involvement activities address the needs of the parents?
P169M offers parents of ELLs ongoing information in their home languages regarding the program models and strategies we employ. We keep our parents informed of all activities and events through our newsletter with specific columns related specifically to our ELL population. We periodically conduct workshops for our parents that address the needs of our school population. We host a parent breakfast where the parents are asked via a survey what types of workshops they would like to have during the course of the year. Last year we have had the following workshops: Understanding Mental health Services, Behavior Management for the Autistic Child at Home, and Behavior modifacion seminar.

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: Robert f Kennedy School

School DBN: 75M169

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)
Susan Finn	Principal		6/26/15
Illene Halpern	Assistant Principal		6/26/15
Denise Velazquez	Parent Coordinator		6/26/15
Carlos Magill	ENL/Bilingual Teacher		6/26/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
Carla Lovas	Other <u>ENL Teacher</u>		6/26/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 75M169 **School Name: The Robert F Kennedy School P169M**
Superintendent: Gary Hecht

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.

The School's Administrative Team, our bilingual Parent Coordinator, our ESL teachers, and our counseling staff reviewed the home language surveys of the entire student body as well as all school-to-home communications: written and logged-verbal, whether available in translation or not for the 2015-16 school year. Moreover, the entire IEP/CSE identification and remediation of needs process was reviewed to insure that families would be provided with all relevant information in their preferred language as required by Federal, State and Local statute and relevant case law.

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.

At this time, the languages (other than English) needed for school-to-home communication at P169M were found to be Spanish, Mandarin (Chinese) and Bengali. Teachers of students whose families are not English speaking are both informed and provided with contact information both in the school and at relevant community support services in order to insure adequate home-school communication is effective and uninterrupted. Staff members fluent in Spanish and Chinese have received the required DOE training in translation and interpretive services. This information has been disseminated to all staff members who have need or desire to communicate with families. A summary of the requirements included in Chancellor's Regulations A-663 listed in the P169M Staff Handbook and will be included in

the staff orientation before the beginning of each new school year.

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.)

All school calendars, PTA conferences, workshops are all translated into the parent's preferred language and are distributed to families on an ongoing basis during the school year. These communications include but are not limited to: annual handbooks, newsletters, after-school program information, New York State testing dates, student curriculum and letters from the school leadership.

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.

As per school year calendar parent-teacher conferences, curriculum nights will host parents and the Language Access coordinator and other bilingual staff will serve as translators to parents. Ongoing lep conferences will occur and we may utilize the Language Translation and Interpretation telephone service to appropriately translate for the parents. Attendance teachers and guidance counselors will periodically interact with parents and may ask the Language Access Coordinator to translate or call the Language Translation and Interpretation line to facilitate communication.

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.

As indicated above, several staff members are fluent and literate in the necessary languages. Moreover, two staff members have received the required DOE translation and interpretive services training to be approved for ensuring site-based preparation of translated documents for school-to-home communication on a timely basis. On an as-needed basis, a budgetary item has been established to insure the ability to pay per-session for these staff members to complete translation of written

communications so that non-English speaking families are apprised of school-related activities in timely fashion, thereby maximizing their opportunity for full participation.

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.

Because of the "real-time" nature of oral communication, interpretive services have been and will continue to be provided by volunteer staff fluent in the languages required by the families with which communication is desired. Since this is largely done during school hours, no additional funding is required. It should be noted that our Parent Coordinator is funded independently (DOE) for her time during after-hours meetings, both group and individual, and she is DOE-trained and certified for translation and interpretation in one of the languages (Spanish) required by most of the P169M non-English speaking families. Additionally, three Chinese speaking staff members, two of whom were originally hired for interim placement instructional support for Chinese-speaking students and the third is a licensed China Tour Operator, make possible timely communication with our Mandarin-speaking families.

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 is aware of who the Language Access Coordinator is and how to reach her during the school day. Prior to PTA conferences, IEP meetings and on Parent communication Tuesdays, the telephone number for Language Translation and Interpretation is disseminated to all staff.

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

We strive be in accord with chancellor's regulation A-683, and all pertinent school staff are aware of our policy to provide interpretation services on an as needed basis or via parental request.

Part F: Monitoring and Quality Control

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

The parent survey is utilized as a tool for monitoring and quality control. We utilize parent feed back to tailor parent workshops, and increase our understanding of the parent's needs.