



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

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

**05M200**

**School Name:**

**P.S. 200- THE JAMES MCCUNE SMITH SCHOOL**

**Principal:**

**RENEE Y. BELTON**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: SCEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: James McCune Smith CS 200 School Number (DBN): 05M200  
Grades Served: Pre K - 5  
School Address: 2589 7<sup>th</sup> Avenue, New York, New York 10039  
Phone Number: 212-491-6636 Fax: 212-491-6925  
School Contact Person: Renée Y. Belton Email Address: Rbelton2@schools.nyc.gov  
Principal: Renée Y. Belton  
UFT Chapter Leader: Elizabeth Smith  
Parents' Association President: Tinya Smith-Campbell  
SLT Chairperson: Maricela Ortiz  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Diedra Harrison  
Student Representative(s): n/a  
n/a

**District Information**

District: 05 Superintendent: Gale Reeves  
Superintendent's Office Address: 425 West 123<sup>rd</sup> Street, New York, New York 10027  
Superintendent's Email Address: greeves@schools.nyc.gov  
Phone Number: 212-769-7500 Fax: 212-769-7619

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, 8<sup>th</sup> Floor, NY, NY 10001  
Director's Email Address: ychu@schools.nyc.gov  
Phone Number: 212-646-470-0721 Fax: 917-339-1765

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Renée Y. Belton	*Principal or Designee	
Elizabeth Smith	*UFT Chapter Leader or Designee	
Tinya Smith-Campbell	*PA/PTA President or Designated Co-President	
Delores Wood	DC 37 Representative (staff), if applicable	
Deidra Harrison	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
James Wright	CBO Representative/Harlem YMCA	
Cynthia Frazier	SLT Chair/Parent	
Janet Stewart	Member/Teacher	
Archea Hyacinthe	Member/ Parent	
Tarsha McClary	Member/ Parent	
Giesle C. Hearne	Member/Parent	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

### **1.School Community**

**Our vision** is to develop within each student, academic preparedness for effective communication and critical thinking as well as foster social responsibility through the appreciation of Arts and Humanities. Commitment to our vision will assure successful implementation of this mission to empower our students with the tools necessary to meet the educational challenges and college readiness. Staff and families are focused on empowering all students with the academic skills and rich civic and social experiences that will enable them to further their educational goals and become active, responsible, and positive contributing members of society. Students will develop important decision- making, critical thinking, and technological skills, and the ability to communicate effectively. All members of our school community will share accountability for creating a positive and supportive educational environment for achieving successful student outcomes. We are a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all of our students through high quality, standards driven instruction, in a nurturing environment.

**Our mission** is to develop within each student self respect, self discipline, and an understanding of their academic and social role to achieve success. Administrators, teachers, families, and students will nurture the understanding of social responsibility. Commitment to our vision and a true development of a family community will assure academic excellence to achieve and grow within and beyond our community.

Our vision and mission is built on the premise that we are a community

“Where the search for knowledge begins and never ends”.

**Strategic collaborations** : Collaborative efforts include our after school program facilitated by The Harlem YMCA. This programs helps students enhance academic skills, exposure students to the fine arts, STEM programs, as well as offer homework assistance.

We also collaborate with family outreach services for example; On site full service Harlem Hospital Clinic, Harlem Hospital Family Counseling Center, Harlem Hospital Adolescent Psychiatric Center, Parent/Child Program, Reality House, Graham Windham and Harlem Dowling.

Our school also incorporates clubs and organizations such as Panther's Basketball Team (District 2009/2010 Champions), Track Team, Young Men of Distinction, and Elegant Young Ladies, Journalism Club, Debate Team, Science/STEM Club, Chess club, International Studies Club, and Dance Troop.

The Young Men of Distinction (YMD) Etiquette Program teaches our young men through hands on authentic learning experiences. This program was developed to further enhance the inner and outer strength of young men. The Elegant Young Ladies (EYL) Etiquette Program was developed to further enhance the inner and outer beauty and strength of our young ladies. Both programs build self esteem while exposing the students to real world experiences.

We have an Arts partnership with Studio In a School that both enriches and enhances the visual arts program at CS 200. We are in the 6th year of our partnership. Our 1st, 2nd, 3rd, 4th, and 5th grade student's benefit from this visual arts program by that it assists in the development of literacy skills. We have two extension programs with Studio In a School. Art and Healthy Living and Art in Physical Health. Both programs integrate art and healthy living as the students learn about nutrition and physical health. We also have a Teaching Garden. This collaboration/partnership is with the

American Heart Association and Citi Bank. The garden consists of herbs, fruits, and vegetables that the students, staff, and families cultivate and harvest.

Harlem School of the Arts, Ballet Tech and Dance Theatre of Harlem partnerships has created opportunities in dance for our students. We have a state of the art dance studio funded by The Annenberg grant. Renaissance Learning, Innovative Education Program, Think Quest are some of the programs in which we utilize to provide academic support for our students.

## 2. Student population

CS 200 serves over 500 students. We have a diverse population of students. We are located at 2589 Adam Clayton Powell Jr. Blvd. in Harlem, New York, the cultural hub of Dance, Music, and the arts, the school is a community of learners where all members, students, staff and families, are actively engaged in the educational process. The school is dedicated to achieving high standards of academic excellence for all our students through high quality, standards driven instruction, in the nurturing environment. Fifty six percent (56%) of the students are Black/African American, Thirty eight percent (38%) are Hispanic/Latino, and Three percent (3%) are Asian, White or listed as "Other". An overwhelming majority of our students are from low income families, with one hundred percent (89%) qualifying for free lunch. Housing in the community reflects this economic diversity. Homeless Shelters, Housing Projects and apartments for lower income residents surround cooperative development housing for the upper and middle-income residents. Many abandoned buildings continue to be renovated. Based upon the poverty index of the families in the community, CS 200 is classified as an 87% Title I School.

The transient student population is a challenge for our school. Our school has families that represent eight shelters in our district. When our families receive permanent housing, they are relocated to other boroughs. This causes our students to be removed from our school during the school year. Some of our families choose to continue to attend our school and travel from the Bronx and some parts of Brooklyn because they do not want their children to be up rooted from their school. Also, the parents do not want their children to lose the services that we provide for them. Our schools attendance is grossly affected by this matter also. Our students who travel are chronically late which causes a lost in instructional time.

**3. As of Element of the Frameworks for Great Schools that we made the most progress in** is 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. **The key areas of focus for this school year will be** to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

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

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

**Part 1 – Needs Assessment**

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

**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.

To increase student achievement by 30% in ELA and math across grade levels as measured by spring 2016 NYS assessments. Improving instructional practices using student data and resources to strengthen students skills will assist in obtaining this goal. Teachers will receive Professional Development in data analysis, UDL ,RTI and Cognitive Rigor/Depth of Knowledge.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The schedule will provide teachers with weekly</p>	<p>All teachers</p>	<p>Sept. 2015 thru June 2016</p>	<p>Coaches and Assistant Principals</p>

common planning time in order to modify the curriculum and its Performance Based Assessment (PBA's)			
Curriculum development in science, social studies, Ready Gen and Go Math curriculum . (After school and Saturday Clinics	All teachers	Sept. 2015 thru June 2016	Coaches and Assistant Principals
To increase students' outcome by providing ongoing professional development sessions to further develop and improve instructional practices using resources that include the Common Core State Standards (CCSS), UDL ,RTI and Cognitive Rigor/Depth of Knowledge that will result in at least a 20% increase in students' achievement in ELA across grade levels.	All students	Sept. 2015 thru June 2016	Grade leaders and coaches
The literacy and math coach provides curriculum classes for SWD, ELL parents, and parents of students in need of interventions to support their children with the Ready Gen and Go Math curriculum .	Parents/  Families	Sept. , December, and March	Coaches and Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Supervisors and Coaches of CS 200.</li> <li>• Grade Lead teachers.</li> <li>• Teacher's College Writer's Project Lead Teachers.</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

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

ELA and Math Levels of Proficiency will increase by 30% by June 2016 as per our State exam results. Teachers will utilize common assessments to determine student progress towards goals and adjust curricula and instruction. Teachers will create skill based assessments, rubrics, and modify grading policies to ensure alignment to the state curricula, thus providing actionable feedback to student to ensure student achievement. The benchmarks for review of progress will take place in January, February, and March.

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
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.	E
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.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>5.3</b></p> <p>Our vision for social and emotional developmental health is as follows:</p> <p>-Continue to strengthen our collaborations with family outreach services for social emotional development.</p> <p>For example; Harlem Hospital Clinic, Harlem Hospital Family Counseling Center, Harlem Hospital Adolescent Psychiatric Center, Parent/Child Program, Reality House, Graham Windham and Harlem Dowling. .</p> <p>-Strengthen our Healthy Living and Physical Health Studio in a School programs.</p> <p>-Cultivate our Teaching Garden with our students, staff, and families.</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 a decrease in incidents by 5% decrease as per the Online Occurrence Reports System (OOR's). During the month of February the SLT team along with the CBO's will review activities and programs.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. <u>Research based instruction &amp; Professional Development</u></p>	<p>Teachers</p>	<p>10/2015 thru 6/2016</p>	<p>Teachers  Guidance Counselors</p>

<ul style="list-style-type: none"> <li>• Fordham Grant</li> <li>• Studio In A School will provide teacher trainings.</li> <li>• 4r's/MTP (Reading, Writing, Respect, Resolution/My</li> </ul> <p>Teaching Partner socio/emotional program.</p>			<p>School psychologist</p> <p>School Social Workers</p>
<p><u>2. Strategies for SWD's &amp; ELL Students</u></p> <ul style="list-style-type: none"> <li>• Class visitations</li> <li>• Push In Programs by Related Service Providers</li> <li>• Monthly Grade Assemblies</li> <li>• Intermittent invitation of inspirational speakers</li> </ul>	<p>Students</p> <p>Teachers</p>	10/2015 thru 6/2016	<p>Guidance Counselors</p> <p>Related Service Providers</p> <p>ESL coordinator</p>
<p><u>3.Engaging Families</u></p> <ul style="list-style-type: none"> <li>• Implementation of monthly parent workshops</li> <li>• Monthly school wide activities to improve school climate and culture. Example : Family STEM, Reading &amp; Math Night, Family day picnic, Family Game Night</li> </ul>	<p>Parents</p> <p>Students</p> <p>School</p> <p>Community</p>	10/2015 thru 6/2016	<p>Parent Coordinator</p> <p>Administration</p> <p>Coaches</p> <p>Teachers</p> <p>Parents</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• After school and During school day</li> <li>• Per session for teachers and guidance counselors</li> <li>• CBO Grants</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

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

For the 2015/2016 school year teachers will collaborate with Studio In A School, YMCA and Harlem Hospital Center. Every month we will meet with partnerships to discuss progress in maximizing the social and emotional development of our students as it applies to the framework for great schools. Administration will monitor ORR's Reporting system thus providing actionable feedback to decrease in occurrences. The benchmarks for review of progress will take place in January and April.

**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**

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

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>For the 2015/2016 school year teachers will have the opportunity to participate in collaborative professional development around using student work to adjust lesson plans and unit plans. This will result in 30% increase in ELA/Writing and Math by June 2016, as it applies to the state exams.</p>
<p>Our Theory of Practice is to train and monitor teacher’s use of data so that they will be able to effectively use the student’s data to drive instruction. During the month of February we will review the PD calendar and student</p>

achievement data to determine if the improvement of teacher practice as to the use of data has a direct correlation to making a positive impact on student academic success.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Research Based Programs</u></p> <ul style="list-style-type: none"> <li>• Ready Gen</li> <li>• Go Math</li> <li>• Houghton Mifflin: Social Studies</li> <li>• Foss Kits and NYS standards Science Curriculum</li> </ul>	<p>K-5</p>	<p>Sept. 2015 thru June 2016</p>	<p>Grade leaders, literacy and math coaches, assistant principals', Borough support personnel for literacy, mathematics, social studies, and science.</p>

<p><u>Strategies/Professional development needed</u></p> <ul style="list-style-type: none"> <li>• Weekly common planning</li> <li>• Monthly vertical common planning</li> <li>• Ongoing PD in all subject areas to support development of lesson presentation from multiple access points.</li> <li>• Grade Leaders on each grade will attend PD provided by CS 200 coaches and will turn-key to grade team members during grade team meetings.</li> </ul> <p>Our literacy and math coaches will provide curriculum after school and Saturday clinics and professional literature clubs to ensure effective development rigor. (Blooms &amp; Webb’s DOK Realizing Rigor in the Mathematics Classroom &amp; Rigor Is Not a four Letter Word.</p>			
<p><u>Strategies for SWD and ELL students</u></p> <ul style="list-style-type: none"> <li>• In order to support students with the curriculum and common core standards, there is a need to provide additional support to meet the new standards to families. Research shows that parental support assists in</li> </ul>	K-5	Sept. 2015 thru June 2016	SWD teachers, ESL coordinator, literacy coach

<p>student achievement, especially for the families of our students with disabilities (SWD) and ELL's.</p> <p>Saturday ELL academy for students</p>			
<p><u>Teacher/Parent/Family Collaborations</u></p> <ul style="list-style-type: none"> <li>• Parent coordinator and literacy coach host Parent Family Reading night</li> <li>• Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: During September Open School Night, City Parent Teacher Conferences, Monthly Family Engagement Day, Monthly teacher Progress reports, and Periodic Assessment Report.</li> <li>• Provide information to parents of participating students in their home language.</li> <li>• Saturday ELL academy for families of ELL Students.</li> </ul> <p>SWD Family academic tutorial workshops which cover topics such as mathematics, phonemic</p>	<p>Families of SWD and ELL's</p>	<p>October 2015 thru May 2016</p>	<p>Teachers, Parent coordinator, ESL coordinator, and math and literacy coaches</p>

awareness, and science content instruction.			
-	-	-	-

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>· Literacy and Math Coaches</li> <li>· Grade Leaders</li> <li>· Assistant Principal’s</li> <li>· Teacher’s College Coaches</li> </ul> <p>Per session and Per Diem for teachers and coaches</p> <p>Common Time allotted weekly/biweekly to plan, disaggregated data, and analyze student work</p>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>We will engage in progress monitoring in December 2015 to see that 100% of the teachers received at least one informal and/or one formal observation and the first cycle of professional development as it pertains to data usage. If we are not on track, we will make the necessary adjustments. In February 2016 we will review progress and repeat process to ensure we are on track to reach our target by June 2016. *Necessary adjustments are needed to assure that the observation cycle is completed.</p>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

By June 2016, school leaders, including teacher leaders, will create and implement a professional development plan that builds teachers' capacity to use student work and analysis of data to enhance, modify, and adjust instruction for all students K-5 resulting in a 30% increase in teachers improving one performance level reflected in Danielson Domain 3 in *Advance*. During February 2016, teachers, coaches, and administrative team will review teacher evaluations to track progress toward meeting goals.

- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work.
- The administrative team will review student work to look for trends in the correlation of student achievement and feedback given to teachers as per their informal and formal observations.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>2.4</b></p> <p>By May 2016, all administrative staff will have</p>	<p>Principal and Assistant Principals</p>	<p>Sept. 2015 thru May 2016</p>	<p>ELA and Math Coaches, Assistant Principals</p>

received and implemented strategies to perform observations and provide timely and meaningful feedback to teachers.			
Administrative Team will receive professional development in regards to norming observation cycles.	Principal and AP's	Sept. 2015 thru May 2016	District Talent Coach
Principal and Assistant Principal's will create an observation calendar.	Principal and AP's	Sept. 2015 and May 2016	District Talent Coach, Principal and AP's

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Instructional resources, schedule adjustments teacher per session and per diem supervisor per session.</li> <li>• Meetings with talent coach to cover different steps in the observation process during the school day.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The Administrative team (weekly) and the coaches) to evaluate progress and to make any necessary adjustments. In February 2016 the team will convene to examine evaluations and coach's notes in order to gage progress.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	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.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
6.5	<p>School administrators and teachers share school and student data with families. Teachers meet with families and share student data and next steps as to how they can assist their child with academic achievement. The school develops lists of struggling students as well as those requiring enrichment, resulting in targeted assistance during the day and after school, which promotes attainment of school improvement goals.</p> <p>The school invite families to assist in the educational development of their children. Additionally, teachers strategically review formative data and student work with parents / guardians to collaboratively create supports for their children. Every Tuesday and first Friday of every month teachers provide families with the opportunity to meet and discuss their child's progress.</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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 2% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide workshops for parents to learn how to understand their children’s data and work samples.</p>	<p>All Parents/ Families</p>	<p>October 2015 thru May 2016</p>	<p>Teachers and coaches</p>
<p>Provide parents with frequent reports on their children’s progress. Specifically, the school will</p>	<p>Teachers and Parents/ Families</p>	<p>October 2015 thru May 2016</p>	<p>Teachers</p>

provide reports as follows: During September Open School Night, City Parent Teacher Conferences, Monthly teacher Progress reports, Performance Based Assessments (PBA), and formative assessments. * on target			
We will also provide literacy, math, and technology workshops for parents to assist in their child's learning	Parents/ Families	October 2015 thru May 2016	Teachers and coaches
Provide services to families that address behavior modification specific to each students individual needs (self esteem, depression, domestic violence and divorce.) Other services that may be needed to ensure academic excellence; vision and hearing, immunization, physical evaluations, medication dispensing and 504 medical referrals .	Parents/ Families	Sept. 2015 thru June 2016	Teachers, Parent Coordinator, Guidance counselors, Related Service Providers, and CBO's.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• After school and During school day</li> <li>• Per session for teachers and guidance counselors</li> <li>• CBO grants</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will monitor this initiative on a monthly bases beginning February 2016 and ending June 2016. As to date we are on target for completing the Parent workshops.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who received a L1 on state exams. Students who have not achieved F&P literacy grade level.	Literacy for Life, Spaulding, Imagine Learning, and Renaissance Reading Program.	Small group  One to one	After school, before and during the school day, and Saturday.
<b>Mathematics</b>	Students who received a L1 on state exams. Students who received below standard grade on September bench mark exams.	Go Math Tier III intervention program.	Small group  One to one	After school, before and during the school day, and Saturday.
<b>Science</b>	Students who perform below grade level on grade level September exams.	Science Weekly Lab Lessons, Houghton Mifflin science remedial resources, and Science after school academy.	Small group  One to one	After school and during the school day.
<b>Social Studies</b>	Students who perform below grade level on grade level September exams.	Renaissance non-fiction reading program, Journalism Club, and International Club.	Small group  One to one	After school and during the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students who frequent the guidance suite for crisis intervention, SAVE room frequent visitor's, students who have recently had a change in living arrangements (death in family, divorce, homeless, etc.)	Mediation groups, peer to peer mediation, counseling, bullying prevention programs.	Individual, family, and small group counseling. One to one and class counseling sessions.	After school and during the school day.

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

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

We promote lifelong learning and the development of all staff. Many professional development opportunities are available to new and experienced teachers and teaching assistants (paraprofessionals). These activities are designed to improve the quality of classroom instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of research-validated strategies; and help teachers meet their license and salary differentials. Some of these activities are school-based while others are Citywide and Network provided. We will provide math PD for teaches around Lucy West mathematical reasoning and Teachers College Writing Project.

New teachers enter the teaching profession facing many challenges. We have a mentoring program that is aligned with the NYC Department of Education where the primary goal of effective mentoring is to put systems in place that acknowledge these challenges and simultaneously support new teachers to quickly develop their skills and expertise to become effective practitioners who have a positive impact on student achievement in their very first year of teaching.

#### 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).

Ongoing professional development for all pedagogues and administration will take place during school, after school, lunch, and professional clinics. These professional development activities will focus on teacher effectiveness to improve instruction so that students will meet Common Core State Standards and academic achievement.

### 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.).

We have four full time Pre k classes. We use comprehensive thematic literacy and math programs to prepare them for kindergarten. CS 200 will utilize The New York State Pre kindergarten Foundation for the Common Core . This carefully developed early learning expectation is linked to K-12 standards. This framework focuses on the learning and development of the whole child. The Pre K Common Core has established early learning standards – what children should know and be able to do before kindergarten entry. The New York State Pre kindergarten Foundation for the Common Core is organized into five broad developmental and interrelated domains: Approaches to Learning; Physical Development and Health; Social and Emotional Development, Communication, Language, and Literacy; and Cognition and Knowledge of the World.

CS 200 will conduct parent workshops with topics that may include: parenting skills, social and emotional development, understanding educational accountability grade-level curriculum and assessment expectations; literacy, ESL strategies, and accessing community and support services; and technology training to build parents’ capacity to help their children at home.

In May, we invite families to tour our Kindergarten classrooms. We also set aside time during the day for Pre K teachers to spend time in the Kindergarten classrooms to acclimate the students to the routines and flow of the day of Kindergarten students.

**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.

CS 200’s Professional development committee meets monthly. This committee consists of administrators, coaches, a general education teacher, and students with special needs teacher, Grade leaders, an ESL specialist, SWD teacher, and Early Childhood specialist. Our teacher teams meet daily to look at student work in order to make gap analysis, curriculum unit adjustments, and modify assessments. Our Pre K Administrative Coach supports our Pre K teachers with Professional Development in regards to assessing Pre K students and data analysis.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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
--------------	--	---	---

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	294,043.00		
Title I School Improvement 1003(a)	Federal	18,796.00		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	240,291.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,763,888.00		

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The James McCune Smith CS 200, 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. The James McCune Smith CS 200 will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

**The James McCune Smith CS 200** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>James McCune Smith, CS200</u>	DBN: <u>05M200</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>52</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

Our after-school and Saturday program is designed to help students in the identified components of literacy (reading and writing) through social studies and science. Approximately 50 ELL students on grades 2 through 5 will receive individualized instruction for writing and reading comprehension in the content areas, aligned with the Common Core Standards. The program will improve students' English language arts skills through differentiated instruction and strategies. ELL students will develop the ability to listen, speak, read, and write in English. English will be the language of instruction, with the students' native languages used for support where possible. According to the NYSESLAT results, the English language proficiency levels are beginner, intermediate, and advanced. The program will begin December 2014 and end March 2015 and again from December 2015 through March 2016. The instructional hours are from 2:30 PM to 4:30 PM, Wednesdays and Fridays for a total of 28 sessions. Two certified ESL/bilingual teachers will provide instruction.

The curriculum of the Saturday program is consistent with the after school program. The instructional hours are from 8:30 to 12:30 pm on Saturdays for a total of 14 sessions. The program will run from December 2014 through March 2015 and again from December 2015 through March 2016. Two certified ESL/bilingual teachers will provided instruction.

The administrator of the program will create the curriculum for instruction, order and provide materials for the functioning of the program, review student performance/achievement outcomes, and provide the data information to the classroom teacher. Also, the administrator will provide professional development/training offerings to the program instructors. The administrator's participation in the Saturday Academy will be at no cost to the program.

The program will use a web-based reading program, Imagine Learning, to support students principally in the areas of identified deficiencies for many of our students. It will also help them in developing academic vocabulary. This program includes the use of strategic first language support. It does not only develop second language acquisition, but also strengthens the primary language of the students. Students will receive instruction in the four skill areas of listening, speaking, reading, and writing. We will use both formal and informal assessment tools provided by the Imagine Learning program, along with informal/teacher designed assessment tools. Frequent observations and conferences with the students will also play an important part of assessment. Individual conferences and small group activities with the students will provide continuous assessment that will determine the growth and deficiencies of each student. In this way, the teachers will closely monitor each student and meet their individual needs.

-  
The school will be using other funding sources to complement the cost of the program.

## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: \_

The Learning Support Organization (CLSO) will provide Professional Development for our teachers who service ELL students, including bilingual teachers and ESL teachers. Teachers will also receive professional development from the ESL supervisor and the ESL coordinator. In addition, teachers will receive Professional Development from Imagine Learning in regards to this web-based program and how teachers can use the program to support our ELLs.

Session: Changes for 2014-2015, Identification with the NYSITELL exam Date:

September Time: 1 hour x 1

session Participants: ESL, Bilingual, and Dual

Language Teachers (8 teachers) Provided by: ESL Supervisor, ESL

Coordinator, both ESL certified

Session: Language Allocation Policy and Scheduling, Analyzing ELL

data Dates: September,

November Time: 1 hour x 2 sessions Participants: ESL,

Bilingual, and Dual Language Teachers (8 teachers) Provided by: ESL

Supervisor, ESL Coordinator, both ESL certified

Session: Imagine Learning, Addressing the needs of ELLs in the areas of language development and literacy Date:

October Time: 3 hours x 1

session Participants: ESL Supervisor; ESL

teacher; Bilingual and Dual Language Teachers on grades 2-5; 5th grade general education and special education teachers; 3rd and 4th grade special education teachers; Math Coach (14

teachers) Provided

by: Alejandro Rovira, Educational Support Consultant, Imagine Learning

Session: Instructional Needs of ELLs in the Four

Modalities Date: November, December Time: 1 1/2

hours x 2 sessions Participants: teachers, including bilingual and dual

language teachers; SETTS teacher (26 teachers) Provided by: ESL Supervisor, ESL Coordinator, both

ESL certified

Session: Instructional Strategies - Teaching Math to

ELLs Date: January Time: 1 1/2 hours x 1

session Participants: teachers, including bilingual and

dual language teachers; SETTS teacher (26 teachers) Provided by: ESL Supervisor, ESL Coordinator,

both ESL certified

Session: Instructional Strategies for

ELLs Date: February Time: 1 1/2

hours x 1 session Participants: teachers, including

bilingual and dual language teachers; SETTS teacher (26 teachers) Provided by: ESL Supervisor, ESL

Coordinator, both ESL certified

Additional professional development sessions are scheduled to be provided on the following dates by the LSO: Nov. 4, Dec. 10, Jan. 7, Feb. 11, March 11, and June

4. Provided by: Judy Zaragoza Maher, LSO

The school will be using other funding sources to complement the cost of the Title III PD activities.

### 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

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here: \_

CS 200 expects 20 or more parents to participate in the Saturday Title III program for ELL students to ensure the parent/school connection. The Saturday Academy will provide classes to parents so that the parents can support their child/children in literacy acquisition. Instruction will be provided to parents through a partnership with the YMCA. Parents will have the opportunity to speak, listen, read and write in English. This program will service approximately 20 parents of students in grades 2 through 5 from December 2014 to March 2015, and again from December 2015 to March 2016, from 8:00 AM to 1:00 PM on Saturdays for a total of 14 sessions during each school year.

Parents of ELL students will be invited via letter and follow up telephone calls via our Telephone Message system. Our in house translator will provide literature in Spanish and French. Our Messenger system will leave phone messages in all of the languages represented in our class. (Spanish, French, etc.)

-  
The school will be using other funding sources to complement the cost of the Saturday program for parents.

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>200</b>
School Name <b>James McCune Smith Community School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Renee Y. Belton</b>	Assistant Principal <b>Charles Anuolam</b>
Coach <b>Maria Saddler</b>	Coach <b>Zelvena Cummings</b>
ENL (English as a New Language)/Bilingual Teacher <b>Abigail Rubin</b>	School Counselor <b>Trista Stewart</b>
Teacher/Subject Area <b>Guillermin Montano</b>	Parent <b>Tinya Smith-Campbel</b>
Teacher/Subject Area <b>Belkis Martinez/math,ELA,S.S.</b>	Parent Coordinator <b>Garry Fields</b>
Related-Service Provider <b>Carrie Satchell</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>Michelle Peck, AP</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>503</b>	Total number of ELLs	<b>52</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	-----------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> 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 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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	52	<b>Newcomers</b> (ELLs receiving service 0-3 years)	51	<b>ELL Students with Disabilities</b>	14
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	10	0	8	0	0	0	0	0	0	0
<b>DL</b>	16	0	0	0	0	0	0	0	0	0
<b>ENL</b>	25	0	6	1	0	1	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): 8	Number of students who speak three or more languages: 0
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	8		1	1	1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1			1								0
Haitian														0
French			1		1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2			1	1	1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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	3	0	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	1			0
4	9	1			0
5	11	1			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	10		2						0
4	8	1	1						0
5	10	1	1						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		1		7				0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	12	1			6			
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.
  - At C.S. 200, we use running records to support a Fountas and Pinnell leveling system, as well as other teacher-designed assessment tools in order to assess the early literacy skills of our ELLs in English and in Spanish for Spanish speakers. We also use STAR Early Literacy Assessment in English from Renaissance Learning. The data informs teacher instruction and differentiation practices. Moreover, it can inform the school's instructional plan directly through our ongoing grade-level common planning meetings.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - Data patterns across the performance levels and across grades (as per the NYSESLAT and the NYSITELL) reveal that our students are at different English proficiency levels in different grades. In kindergarten, there are five students at the Entering level and two at the Expanding level, whereas in grades 1 to 5 they show a wider range of proficiencies, with the majority of the students in Entering (19) and Expanding (18) levels. As for students who reached the Commanding or Proficient level in the past two years, these students are divided equally between grades 3 and 5.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

The school uses the AMAO Estimator Tool with Advanced Early Warning Indicators in order to analyze student progress towards English proficiency and achievement in the content areas. We are able to track factors that put students at risk for low academic achievement, such as attendance, holdover status, SIFE status, and disability classification. We can also track years of ELL service and group students by ELL subgroup. We use this information to make instructional decisions and to make interventions for potential at-risk students. While at this time, the AMAO tool did not produce data on the school's status for AMAO1 (making progress), the school did not meet AMAO 2 (achieving proficiency). The percentage of students achieving an English proficient score on the NYSESLAT as remained steady at approximately 10% while the AMAO 2 target percentage increases every year. As our population shifts every year with the regards to factors such as disabilities, prior academic foundations in English or their home language, or incoming English proficiency levels, meeting AMAO 2 is a challenge. We have 12 ELLs with at-risk level 3 or greater and 7 ELLs with at-risk level 5 or greater. The majority of the ELLs with at-risk level 5 or higher are ELLs with disabilities (2 out of 7

students at this at-risk level do not have IEPs). It should be noted that data for the AMAO tool reflects the current population and does not reflect the ELL students that took state exams at our school last year and have since been discharged. Two additional students tested at the Commanding (proficient) level on the NYSESLAT on the 2015 exam and other students made progress.

4. For each program, answer the following:

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

DL Program:

- a. Patterns across proficiencies and grade levels show that students in the DL program are mostly scoring at the Entering level on the NYSESLAT and NYSITELL. Data also shows that those students that are scoring at the Entering level are not concentrated in any one grade and are instead distributed throughout the grades. The data reveals that students struggled on the ELA exam; students scored below grade level (level 1s). This was the same case for the State Math Exam as students scored at level 1 with one student scoring at level 2. We did not notice a difference between students that took the test in English and took the test in Spanish. However, this data was only available for two students (one in the fourth grade and one in the fifth grade).
- b. School leadership and teachers are using the results of the ELL Periodic Assessments to find the areas of weakness that need to be targeted for each student, as well as the areas of strength to build upon them.
- c. The ELL Periodic Assessments results revealed that students need the most support in reading and writing, similar to what has been analyzed from NYSESLAT results. What is more, Home Language instruction is used 50% of the time in the classroom to help students build a strong academic foundation in all content areas; knowledge they can then transfer into English.

TBE:

- a. The NYSESLAT and NYSITELL results show that the students in this program are scoring at levels distributed throughout the proficiency levels: Entering (3 students), Transitioning (1 student), Expanding (5 students), with one student having an Intermediate level score from the 2014 NYSESLAT. The proficiency levels are not concentrated in any one grade. The data reveals that students struggled with the ELA and State Math Exams, scoring below grade level at level 1. The students all took the 2014 State math exam in English.
- b. School leadership and teachers are using the results of the ELL Periodic Assessments to find the areas of weakness that need to be targeted for each student, as well as the areas of strength to build upon them.
- c. As in the Dual Language program, the ELL Periodic Assessments results revealed that students need the most support in reading and writing, similar to what has been analyzed from NYSESLAT results. What is more, Home Language instruction is used in the classroom to help students build a strong academic foundation in all content areas; knowledge they can then transfer into English.

ENL:

- a. Patterns across grades show that students are scoring at levels Entering and Expanding in almost equal proportions with only one more student scoring at the Expanding level. Those students scoring at the Entering level are generally concentrated in grades kindergarten and first, however there are two Entering students in fourth grade. Students at the Expanding level are spread through the grades. In terms of other state exams, such as the ELA and Math, data reveals that students are scoring below grade level with only one student scoring at level 2 on the ELA and Math. From our observations, we have gathered that for the few students that are in the ENL program that have opted to take the Math exam with a translator in their home language, the translation has made little difference as the students have scored at level 1.
  - b. School leaders and teachers are using results of the ELL Periodic Assessments to find the areas of weakness that need to be targeted for each student, as well as the areas of strength to build upon them.
  - c. From the ELL Periodic Assessments results that students need the most support in reading and writing, similar to what has been analyzed from NYSESLAT results. The Home Language in the ENL program is used to a lesser extent due to the diversity of languages represented at our school. When possible, teachers use the home language of the student to clarify, direct, and support him or her in any way possible. However, for those languages for which we do not have a bilingual teacher, we use the "buddy" system, in which newly arrived students are paired with a classmate who speaks the same language in order to help the student understand basic instructions.
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\*](#).]
5. ELLs are provided instruction within the RTI framework. English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and 3 as needed for more targeted and intensive academic support. This extra support can occur in the classroom or in separate settings with targeted instruction.

6. How do you make sure that a student's new language development is considered in instructional decisions?
6. The second language development of students is considered in all instructional decisions. Supports are provided to assist the children in language acquisition within the ReadyGen and Go Math curriculums, including vocabulary development. Within these curriculums, as in the other content areas, ELLs receive scaffolded instruction. In addition, ELLs are provided with phonics instruction.
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?
7. Dual Language Programs:
- English Proficient students (EPs) are assessed in the second language, in this case, Spanish, using the ELE and other on-going teacher-designed assessments. Teachers also use student work, running records, and student conferencing to assess EPs in Spanish. In addition, the Estrellita program, described above, has an assessment component.
  - English Proficient students in the Dual Language Program range in proficiency level in the second language (Spanish) from beginning to proficient.
  - The data shows mixed results with EPs scoring at and below grade level in ELA and math with one English Proficient student scoring a 4 on the state math exam.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
8. We evaluate the success of our programs through evidence of student work, cumulative student portfolios, teacher assessments and observations, and state assessments. Furthermore, we continuously set goals for our students and reflect upon our practices. We use the "Closing the Achievement Gap" data from the yearly progress reports, as well as the AMAO tool.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- 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.
  - There are four steps in the process of the identification of English Language Learners (ELLs): (1) the administration of the Home Language Identification Survey (HLIS), including an interview with the student and parent to determine the student's home language, (2) determination of student eligibility for the New York State Identification Test for ELLs (NYSITELL), (3) the administration of the NYSITELL, and (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. The school determines the enrollment category to which the student belongs: (1) new student to New York City, never having been in a New York City or New York State public school; (2) new student to New York City, having been a student in a New York State public school within the preceding 2 years; (3) a former New York City or New York State public school student. The 4 steps and placement into the ELL program chosen by the parent must be completed within 10 school days (20 school days for students entering with IEPs).

The four steps in the process of the identification of English Language Learners (ELLs) are detailed below:

### Step 1: Administer the Home Language Identification Survey (HLIS)

Parents of all newly admitted students receive a Home Language Identification Survey (HLIS) that must be completed. The ENL teacher, Abigail Rubin, ESL licensed and certified, is able to help parents, including Spanish-Speaking parents, complete the HLIS appropriately. Moreover, parents whose native language is Arabic, French, Fulani, Wolof, Mandingo, among other West African languages represented at our school, typically have enough English language skills to be able to communicate with us using English; otherwise, they typically have their spouse, family member, or a friend who will help them navigate through the registration process using English. There are enough teachers and staff at C.S. 200 who are multilingual to provide translation services during the ELL identification process. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit as necessary.

The ENL teacher conducts an oral interview with all parents of newly admitted students and the students themselves in which the home language and the English ability of the student is discussed, as well as the student's educational background. Information regarding

prior education background is also used as part of the process to determine the SIFE status of a student. This process includes an oral interview questionnaire and possible administration of the LENS (Literacy Evaluation for Newcomer SIFE). For more information on the SIFE identification process, see question 2. The home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS and is not based solely on the responses to the questions (regardless of number of responses of one language or another). The completed HLIS forms are placed in the student's cumulative record and are a part of the student's permanent record. Ms. Rubin maintains a document with all the students' names and home languages which is kept in the ELL Compliance Binder.

For students coming from a New York State public school, the school contacts the previous school for the student's home language, NYSITELL score, NYSESLAT score, and SIFE status within 2 school days. The information received from the NYS public school must be on school letterhead and signed by the principal. The data is entered into ATS and is placed in the student's cumulative file. If the requested information is not received within 5 school days of enrollment, the school will conduct the ELL identification process as described. The school has 30 days to input information into ATS after which, receipt of ELL identification results will not be accepted. The school will complete the New York State Transfer ELL Data Request Form in order to have the received data input into the DOE's data collection system. Any request to change the home language code based on received information will be sent to the senior ELL CPS from the principal.

Students reentering the NYC public school system after having been enrolled in a school outside of NYC or NYS for 2 or more years must complete the ELL Identification Process.

#### Step 2: Determination of NYSITELL Eligibility

For students whose home language is a language other than English, Ms. Rubin conducts an interview with the student, reviews any available prior academic work, and where applicable reviews the student's IEP to determine whether or not the student should take the NYSITELL. Eligibility to take the NYSITELL for students with IEPs is determined by the Language Proficiency Team. For more information, see question 3.

#### Step 3: Administration of the NYSITELL

Once the ESL teacher, Ms. Rubin, has identified students who are eligible to be tested, she administers the NYSITELL within ten (10) school days of matriculation (20 school days for students with IEPs). During the initial oral interview at the time of enrollment, parents of students identified as potential ELLs are informed that their child will be assessed. If students receive a score on the NYSITELL indicating that they are English proficient, they are placed in a mainstream monolingual class. If they do not receive a proficient score, the student then is considered to be an ELL and, therefore, eligible for ELL services. Parents of tested students are notified of the results of the NYSITELL exam with the non-Entitlement or Entitlement letter in the language of home-school communication they specified on the HLIS. In the case that the child is eligible for ELL services, the parent is invited to attend a Parent Orientation Session in order to make sure that they understand the three program choices and can make an informed choice using the Parent Survey and Program Selection Form.

#### Step 4: Administration of the Spanish LAB

In addition, students who speak Spanish in the home and score below proficiency on the NYSITELL are administered the Spanish LAB by the ENL teacher, or a bilingual or dual language teacher, to determine Spanish language proficiency.

Since NYSITELL testing is done within 10 school days of registration, the initial Parent Orientation is held within 10 days of the start of the school year. During the Parent Orientation Session, the ENL teacher, Ms. Rubin, and a bilingual or dual language teacher give an oral presentation, as well as show a video, and provide supporting material in order to explain the three program choices. These materials, the video, handouts and selection forms, are available in multiple languages. In addition, Ms. Rubin speaks some Spanish. When appropriate, colleagues speaking other languages, such as French, may be called upon to aid communication and provide translation services at these orientations. What is more, all parents are guided, step-by-step, on how to complete the Parent Survey and Program Selection forms and are provided with the opportunity to ask questions, in order to choose the program most appropriate for their child.

If parents are unable to attend a scheduled Parent Orientation, the ENL teacher, Ms. Rubin, contacts them through phone and/or correspondence to schedule an individual meeting time so that parents can receive program choice information. Translators are available when necessary. Moreover, this ensures that the ELL coordinator receives a 100% completion rate for the Parent Survey and Program Selection form, which is needed to place students in the appropriate program. Copies of these completed forms are stored in the ELL binder in the principal's office and the original is placed in the students' cumulative records. Copies of these surveys are available at the school, in the principal's office, for review. Once the student is placed in a program, a Placement letter is sent to the students' parents confirming this placement. Individual parent meetings occur in a roll-in basis in order to accommodate any

incoming students throughout the school year.

In the spring, each ELL is administered the NYSESLAT by the ENL, bilingual, dual language, and out of classroom teachers to determine English proficiency and to determine whether or not the student continues to be eligible for ELL services.

Continued Entitlement letters and Transition letters are sent home with students. The ENL teacher, Ms Rubin, reviews the NYSESLAT scores and determines which students continue to be eligible for services and which students do not. The scores on the NYSESLAT are also reviewed to determine the students' current level of English proficiency and to group them accordingly, providing the required minutes of ENL instruction. Moreover, Entitlement letters are sent home with students immediately after obtaining a non-proficient score on the NYSITELL, inviting parents to attend the Parent Orientation mentioned above.

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).
  2. SIFE status will be identified within 30 school days from initial enrollment. At the time of enrollment, when a parent completes the HLIS they are asked to provide information regarding a student's prior schooling. If there has been an interruption or inconsistency in the student's formal education, the school will proceed with the SIFE Identification Process for students who are newly identified ELLs, in grades 3-5, and at the entering or emerging level of English proficiency on the NYSITELL. The SIFE Identification Process consists of the oral interview questionnaire and Literacy Evaluation for Newcomer SIFE (LENS) assessment for students with a home language of Arabic, Spanish, or other available language. The school will enter the student's SIFE status in the BNDC within 30 days of initial enrollment. The student's SIFE status 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).
  3. NYSITELL eligibility, and therefore potential ELL identification, for students enrolling with IEPs from within the United States is determined by the Language Proficiency Team (LPT). This team is comprised of Ms. Rubin, certified ESL teacher; Ms. Peck, Assistant Principal; Ms. Glasser, Director of Special Education; and the student's parent or guardian. The LPT considers the student's English language development as evidenced through the HLIS and interview; the student's history of language use in school, home, and community; the student's individual evaluation conducted for the IEP; and information as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The LPT makes a determination as to whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student takes the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation of the LPT is sent to the principal for review. If the principal, Ms. Belton, rejects the recommendation of the LPT, the NYSITELL is administered to the student. If Ms. Belton accepts the recommendation to not administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. If the superintendent determines that the student must take the NYSITELL, the school has 5 school days to administer the NYSITELL. The parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language. The Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.
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.

Within 5 school days of ELL determination, parents of tested students are notified of the results of the NYSITELL exam with the Entitlement or non-Entitlement letter in the language of home-school communication they specified on the HLIS. Ms. Rubin maintains copies of these letters in the various languages and sends the letters as soon after scanning the NYSITELL and the score is determined as possible, but within 5 school days.
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).
  5. Parents are informed that they have the right to appeal ELL status within 45 days of enrollment through the Entitlement letter. Ms. Rubin sends this letter in the parent's preferred language within 5 school days of an ELL determination. It directs parents to contact Ms. Rubin as soon as possible, but within 45 days, if the parent would like to review or reassess the student's ELL status.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the time of the initial interview for the HLIS, Ms. Rubin explains the three programs to the parents of potential ELLs. In the case that the child is eligible for ELL services, the parent is invited to attend a Parent Orientation Session in order to make sure that they understand the three program choices and can make an informed choice using the Parent Survey and Program Selection Form. Since NYSITELL testing is done within 10 days of registration, the initial Parent Orientation is held within 10 days of the start of the school year. During the Parent Orientation session, the ENL teacher, Ms Rubin, and a bilingual or dual language teacher give an oral presentation, as well as show a video, and provide supporting material in order to explain the three program choices. These materials, the video, handouts and selection forms, are available in multiple languages. In addition, Ms Rubin speaks some Spanish. When appropriate, colleagues speaking other languages, such as French, may be called upon to aid communication and

provide translation services at these orientations. What is more, all parents are guided, step-by-step, on how to complete the Parent Survey and Program Selection forms and are provided with the opportunity to ask questions, in order to choose the program most appropriate for their child.

If parents are unable to attend a scheduled Parent Orientation, the ENL teacher, Ms Rubin, contacts them through phone and/or correspondence to schedule an individual meeting time so that parents can receive program choice information. Translators are available when necessary. Moreover, this ensures that the ELL coordinator receives a 100% completion rate for the Parent Survey and Program Selection form, which is needed to place students in the appropriate program. Copies of these completed forms are stored in the ELL binder in the principal's office and the original is placed in the students' cumulative records. Copies of these surveys are available at the school, in the principal's office, for review. Once the student is placed in a program, a Placement letter is sent to the students' parents confirming this placement. Individual parent meetings occur in a roll-in basis in order to accommodate any incoming students throughout the school year.

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.

During the parent orientation, parents are guided, step-by-step, on how to complete the Parent Survey and Program Selection forms and are provided with the opportunity to ask questions, in order to choose the program most appropriate for their child.

If parents are unable to attend a scheduled Parent Orientation, the ENL teacher, Ms Rubin, contacts them through phone and/or correspondence to schedule an individual meeting time so that parents can receive program choice information. Translators are available when necessary. Moreover, this ensures that the ELL coordinator receives a 100% completion rate for the Parent Survey and Program Selection form, which is needed to place students in the appropriate program. Copies of these completed forms are stored in the ELL binder in the principal's office and the original is placed in the students' cumulative records. Copies of these surveys are available at the school, in the principal's office, for review. Once the student is placed in a program, a Placement letter is sent to the students' parents confirming this placement. Individual parent meetings occur in a roll-in basis in order to accommodate any incoming students throughout the school year. The school enters the parent choice as indicated on the Parent Survey and Program Selection Form in the ELPC screen in ATS as forms are completed.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
  8. Ms. Rubin maintains a document with student enrollment information, including HLIS, Parent Orientation attendance, and Parent Survey and Program Selection information. This aids in tracking who has completed the form and who has not. At enrollment, during the interview process, Ms. Rubin informs students of potential ELLs of the ELL Identification Process, Parent Orientation, and Parent Survey and Program Selection form. Most parents participate in an individual meeting during which the program choices are explained and the opportunity to view the video is offered. Parents are also informed of the future school Parent Orientation. Many parents choose to complete the Parent Survey at this individual meeting and some also attend the school Parent Orientation. At the Parent Orientation, all parents are guided, step-by-step, on how to complete the Parent Survey and Program Selection forms and are provided with the opportunity to ask questions, in order to choose the program most appropriate for their child. If parents are unable to attend a scheduled Parent Orientation, the ESL teacher, Ms Rubin, contacts them through phone and/or correspondence to schedule an individual meeting time so that parents can receive program choice information. Translators are available when necessary. Moreover, this ensures that the ELL coordinator receives a 100% completion rate for the Parent Survey and Program Selection form, which is needed to place students in the appropriate program.
9. Describe how your school ensures that placement parent notification letters are distributed.
  9. Once the student is placed in a program, a Placement letter is sent to the students' parents confirming this placement. Copies of these letters are placed in the students' cumulative files. Ms. Rubin maintains a document that records the various letters that are sent to parents in order to ensure that parents receive all necessary communication.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
  10. The school retains ELL documentation (HLIS, copies of Entitlement and Placement letters, Parent Survey and Program Selection forms, etc.) in the students' cumulative files. Ms. Rubin maintains a document that records the documents and various letters that are sent to parents in order to ensure that parents receive all necessary communication. This document is kept in the ELL Compliance Binder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT, including all sections, is administered to all ELLs each year. The ESL Teacher prints the RLER periodically throughout the year, as well as the RLAT, in order to ensure that the list of identified ELLs is kept up to date. These lists, as well as any new arrivals with a NYSITELL score that indicates a student is eligible for services, are used to identify all ELLs taking the NYSESLAT. A memo is created with student groupings, taking into account special education modifications for all ELLs/SWDs, for administering all sections of the NYSESLAT. Teachers are identified to administer these sections and a schedule is devised with in the allocated testing dates. In

addition, a binder is kept for the speaking section of the NYSESLAT with a list of students to be tested, the person scoring the speaking section of the exam, and the date tested. Any student is allowed to make up the exam (section) during the testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
12. Continued Entitlement letters and Transition letters are sent home with students. The ENL teacher, Ms Rubin, reviews the NYSESLAT scores and determines which students continue to be eligible for services and which students do not. Ms. Rubin maintains a document that records the documents and various letters that are sent to parents in order to ensure that parents receive all necessary communication. This document is kept in the ELL Compliance Binder.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Section forms for the past few years, we have noticed a trend that shows that parents often choose to enroll their children in a program that provides Home Language instruction, when available. C.S. 200 currently offers a Spanish-English Dual Language for our students in grades 2-5. Parents of Spanish-speaking ELLs predominantly choose the DL program over TBE and ENL. Many of them have expressed their desire for their children to be fully bilingual and bicultural. Moreover, parents of students whose home language is anything other than Spanish (Arabic, French, Fulani, etc.) have also expressed interest in placing their child in a Dual Language program that supports their home language. However, these are not available at CS 200, and sparsely available throughout New York City. As a result, they choose the ENL program 100% of the time on the form. It is interesting to observe that, even though these parents have the option to rank their preference, they always indicate the ENL Program as their first choice, when this is not truly their first choice. Parents often rank their top choice according to what is available in the specific school in which they are enrolling their children, instead of ranking their preferences according to what the city can provide. Some parents have expressed that even if another school does offer a Dual Language program that supported their particular home language, they would probably not attend due to the challenges that would arise from having to travel to a school far away from their homes.

For instance, from the Parent Surveys and Selection Forms received from this year's newly admitted ELL eligible students, we have observed that out of the 11 total forms we have received which have indicated Spanish as the home language, seven (10) indicated the Dual Language program as their first choice. One (1) parent indicated bilingual as the parents' first choice, a reflection of the student's IEP recommendation. As stated before, parents often rank their choices according to program availability in the school, and not city-wide availability. We have received three (1) Parent Surveys and Selection Form from parents whose home language is Arabic, one (1) whose home language is Malinke, and one (1) whose home language is Fulani. Of those, all three (3) have indicated ENL as their first choice. Again, alternative programs (Dual Language, TBE) are not available in these particular languages.

Therefore, since parents predominantly request the programs that provide home language support, we are partially able to align parent choice with program offerings since we have the Spanish DL and TBE. However, we have not reached the 15 ELL students necessary to open a Dual Language class on the kindergarten and first grades. We are not able to meet parent requests for those students whose home language is French, Arabic, Fulani, Wolof, etc. The complexity and diversity of our community, coupled with the ever-increasing unavailability of resources to fund such endeavors, make meeting our diverse community's needs a great challenge.

## 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.

In our ENL program, students with different home languages are provided with instruction in English in order to promote their English language acquisition. English is the common language among the students; however, the home language of students is used when possible to support their learning while emphasizing language acquisition. Ms. Rubin, the ENL teacher, speaks some Spanish. In addition, students with the same home language act as “language buddies” to support each other. Furthermore, we have some home language books, dictionaries, and materials where possible and can use on-line home language supports. The ENL program includes both stand-alone ENL and integrated ENL. Stand-alone ENL aims to develop English language skills to support students in the academic content areas. Integrated ENL develops students' language skills through the content areas. Integrated ENL is delivered by the ENL teacher, Ms. Rubin (ESL certified), and a certified content area teacher. Both stand-alone ENL and integrated ENL include content area matter and English language instruction using ENL methodologies. The amount of time that each student receives instruction through stand-alone ENL and/or integrated ENL is determined by NYSESLAT or NYSITELL scores with the amount of time the student receives stand-alone ENL decreasing as the student's English proficiency as demonstrated on the NYSESLAT (on NYSITELL for new arrivals) increases. The ENL program groups its students somewhat homogenously in that the groupings are between two contiguous grades and an attempt is made to group students with approximately similar language proficiency levels. However, there is a span of language proficiency levels in each group and, in the case of integrated ENL, students will also be able to work with English proficient students who can serve as a language model. For example, there is a integrated ENL group that contains students in grades 1 and 2, with Entering, Emerging, Transitioning, and Expanding level proficiencies as per the NYSESLAT. During stand-alone ENL instruction, the group meets with the Entering, Emerging and Transitioning level students.
  - b. TBE program. *If applicable.*

In our Transitional Bilingual Education (TBE) program, instruction is provided in two languages: the language spoken at home, in this case Spanish, and English. In our ICT TBE program, as students develop their English proficiency, the time allocated to learning in the home language shifts to mostly learning in English until the student is ready to enter an English-only mainstream program. In the Entering stages of English language development, 75% of instructional time takes place in the students' home language, Spanish, and 25% in English. As the student develops fluency in English, the amount of instructional time in English increases. At the Emerging level, instruction is given in Spanish 60% of the time and 40% of the time in English. At the Transitioning level, instruction is given in Spanish 50% of the time and in English 50% of the time. At the Expanding level, instruction in Spanish is given 25% of the time and instruction in English is 75% of the time. Instruction is given to help each ELL attain proficiency in English and to help each ELL meet or exceed Common Core Learning Standards. Our ELLs are taught using a blend of HLA, ENL, and ELA in order to provide these students with a grade appropriate curriculum that is common core aligned. Instruction in the HLA helps to develop appreciation for the students' history and culture. ELLs receive the mandated minutes of stand-alone and integrated ENL for their specific language proficiency level and language development needs. Students receive 180 minutes of Home Language Arts per week. The number of minutes the students receive in bilingual content area subjects varies as to the students' English proficiency levels, from 2 bilingual content area subjects for Entering and Emerging students to a minimum of 1 bilingual content area subject for Transitioning and Expanding students. For Entering students, grade-level instruction in the content areas is provided in the students' home language so that the student maintains academic progress while developing English proficiency. For students at other proficiency levels, content area instruction - language arts, mathematics, science, and social studies - is taught in the home language and in English using ESL strategies. Students in the TBE program are grouped in a class that bridges grades and contains heterogeneous English proficiency levels.
  - c. DL program. *If applicable.*

In our Dual Language Program, students are taught using the Roller-Coaster Model where students are taught in one language in the morning and the other language in the afternoon. The language of the afternoon is then used the following morning, and so on. The goal is for students to develop proficiency in their home language and to develop proficiency in the new language as well. Students also develop positive cross-cultural attitudes, behaviors, and skills that will help them function in a global society. Students learn with and from each other and serve as linguistic role models for each other with the goal of becoming bilingual. Students in the Dual Language program are given instruction in a grade-level appropriate curriculum to help them meet or exceed Common Core Language Standards. The students in our Dual Language program are also expected to comprehend, speak, read, and write in both languages, English and Spanish, upon their completion of our Dual Language program. The ELL students in the program receive the mandated minutes of stand-alone ENL and integrated ENL as required by their NYSESLAT score and English proficiency level. DL programs are self-contained and grouped as a class that contains heterogenous English proficiency levels.

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)?

The Dual Language program is taught 50% in English and 50% in Spanish using the rollercoaster model. ELL students receive their integrated ENL instruction during English language content area instruction (ELA, Math, Science, or Social Studies). Stand-alone ENL instruction takes place during the ELA and/or skill building instructional times. ELA is differentiated for ELLs using ESL methodologies. Students at the Entering level of English proficiency receive 180 minutes of stand-alone ENL and 180 minutes of integrated ENL for a total of 360 minutes per week. At the Emerging level of English proficiency, students receive 90 minutes of stand-alone ENL and 180 minutes of integrated ENL. In addition, they have 90 minutes of ENL that may be either a stand-alone or integrated for a total of 360 minutes per week. Transitioning level students receive 90 minutes of integrated ENL and 90 additional minutes of either stand-alone or integrated ENL for a total of 180 minutes per week. How flexible minutes for students at the Emerging and Transitioning level are delivered will take into consideration the students' academic and language needs. Students at the Expanding level receive 90 minutes of integrated ENL per week. Teachers in this program use the Estrellita Phonics program in Spanish, Spanish language libraries, and Go Math materials in Spanish. In addition, ELLs use the English in a Flash program to develop vocabulary proficiency and the Hampton-Brown Phonics Street Program to target the phonics needs of students in the lower grades. The dual language teachers are certified

with bilingual extensions.

In the Transitional Bilingual program, the language of instruction transitions from the home language (Spanish) to English depending on the students English proficiency (based on the NYSESLAT/NYSITELL scores) and the intellectual and linguistic demands of specific subject matter. For students in the Entering and Emerging levels, students receive a minimum of bilingual instruction in 2 content areas. Transitioning and Expanding level students receive a minimum of bilingual instruction in 1 content area. Students receive integrated ENL during content area (ELA, Math, Science, and Social Studies) instruction taught in English. The students receive stand-alone ENL during ELA and skill building time. Students at the Entering level of English proficiency receive 180 minutes of stand-alone ENL and 180 minutes of integrated ENL for a total of 360 minutes per week. At the Emerging level of English proficiency, students receive 90 minutes of stand-alone ENL and 180 minutes of integrated ENL. In addition, they have 90 minutes of ENL that may be either a stand-alone or integrated for a total of 360 minutes per week. Transitioning level students receive 90 minutes of integrated ENL and 90 additional minutes of either stand-alone or integrated ENL for a total of 180 minutes per week. How flexible minutes for students at the Emerging and Transitioning level are delivered will take into consideration the students' academic and language needs. Students at the Expanding level receive 90 minutes of integrated ENL per week. ELA is taught using ESL methodologies. The students also receive 180 minutes of HLA a week. Teachers in this program use the Estrellita Phonics program in Spanish, Spanish language libraries, and Go Math materials in Spanish. In addition, ELLs use the English in a Flash program to develop vocabulary proficiency and the Hampton-Brown Phonics Street Program to target the phonics needs of students in the lower grades. The TBE program is an ICT class with a Spanish speaking special education teacher and a teacher with a bilingual extension.

Students in the ENL program receive the required amount of minutes in both stand-alone and integrated ENL. The ENL teacher delivers stand-alone ENL to support the students English language development. The students receive core content area instruction using ESL methodologies and English language development instruction through integrated ENL delivered in a grade-level classroom. The content area through which integrated ENL instruction is delivered varies. Instructional schedules in grade-level classrooms alternate between teaching Math and ELA in the morning. Therefore, depending on the schedule, the ENL teacher may deliver instruction through a different content area (Math, ELA, Social Studies, or Science) thus providing students language development and support in the different content areas. The ENL teacher and classroom teachers share lesson ideas and meet to discuss the ELL students' needs as well as the curriculum. The ENL teacher periodically meets with teachers in a grade during common planning periods. Students at the Entering level of English proficiency receive 180 minutes of stand-alone ENL and 180 minutes of integrated ENL for a total of 360 minutes per week. At the Emerging level of English proficiency, students receive 90 minutes of stand-alone ENL and 180 minutes of integrated ENL. In addition, they have 90 minutes of ENL that may be either a stand-alone or integrated for a total of 360 minutes per week. Transitioning level students receive 90 minutes of integrated ENL and 90 additional minutes of either stand-alone or integrated ENL for a total of 180 minutes per week. How flexible minutes for students at the Emerging and Transitioning level are delivered will take into consideration the students' academic and language needs. Students at the Expanding level receive 90 minutes of integrated ENL per week. In the ENL program, the teacher uses the ReadyGen program for ENL instruction, focusing on the scaffolded strategies for ELLs, the Hampton-Brown Phonics Street Program to target the phonics needs of newcomers, the Go Math ELL piece to support ELLs in their needed math vocabulary and language development, and various other supports such as Kidspiration on-line tools. The ENL program also provides home language materials when available to support the student. In addition, ELLs use the English in a Flash program to develop vocabulary proficiency. These students do not receive home language arts. The program is taught by an ESL certified teacher, common branch teachers, and in some cases, special education teachers.

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.

C.S. 200 utilizes the city recommended ReadyGen and Go Math curricula aligned to the Common Core Learning Standards. ELA is taught using ESL methodologies to support the learning of the students. The DL program is designed so that 50% of all instruction is delivered in English through the rollercoaster system, utilizing ESL methodologies, and the other 50% in Spanish. In TBE, instruction in the content areas is delivered in the home language using the Entering: 75% HL, 25% English; Emerging: 60% HL, 40% English; Transitioning: 50% HL, 50% English; Expanding: 25% HL, 75% English model; moreover, they use ESL methodologies to teach all other content delivered in English. In the ENL program, specific content areas are taught using ESL methodologies, with home language support where possible.

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

We ensure that ELLs are appropriately evaluated in their home language through state exams, in-house assessments, and teacher observations. Within the first 10 days of school, Spanish-speaking students who have been identified as ELLs are administered the Spanish LAB. These results can be used to help teachers guide instruction. Teachers in the TBE and Dual Language programs use running records and benchmark assessments to evaluate a students' home language ability. For example, the Estrellita Spanish Language Phonics program has both initial and end of the year assessments, as well as diagnostic assessments that are used to inform instruction. In addition, students receiving education in their home language who are also in testing grades (the Dual Language Program) take the ELE and those results are used to help plan and guide instruction.

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

In order to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, students are assessed in these modalities beyond the NYSITELL and/or NYSESLAT. ELLs in grades 3-5 take the ELL periodic assessment in the fall and spring. ELLs in all grades are administered running records, benchmark assessments, as well as other informal assessments in the classroom.

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) Students who have been identified as having an interrupted formal education (SIFE) are provided with targeted instruction in listening, speaking, reading, and writing. SIFE students participate in the school curriculum with additional support and materials. Teachers use differentiated instruction to tailor instruction based on individual student needs. SIFE students are offered services targeted to their needs by certified ESL, bilingual, dual language and classroom teachers with training and experience in working with these students. In the ENL program, the teacher uses the ReadyGen curriculum for ENL instruction, focusing on the scaffolded strategies for ELLs, the Hampton-Brown Phonics Street Program to target the phonics needs of SIFE students and new arrivals, the Go Math RTI piece to support ELLs in their needed math vocabulary and language development, and various other supports such as Kidspiration on-line tools. The ENL program also provides home language materials when available to support the student. Students in the dual language and bilingual classrooms are provided with support in their home language to address the gaps in their home language education and to support their learning of English. In addition to the ReadyGen and Go Math materials in English, teachers in these programs use the Estrellita Phonics program in Spanish, Spanish language libraries, and Go Math materials in Spanish. In addition, ELLs use the English in a Flash program to develop vocabulary proficiency.

ELLs who are identified as SIFE also receive a variety of intervention programs designed to meet their needs, including small-group, targeted instruction supplemented by SMART Boards, which many classrooms are equipped with, and instruction within the Response to Intervention Framework (RTI). CS 200 also has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of these students. In this program, SIFE students are offered services targeted to their needs by certified ESL, bilingual, dual language, and classroom teachers with training and experience in working with these students.

(b) Newcomers participate in the school curriculum with additional support and materials. Newcomers in the TBE setting will continue to receive the majority (75 or 60%) of instruction in Spanish while they are acquiring English. The ratio of Spanish to English instruction will decrease according to their English proficiency levels. Moreover, they will continue to be provided with instruction such as scaffolded reading in English to develop reading and writing skills. Students in the dual language and bilingual classrooms are provided with support in their home language to address the gaps in their home language education and to support their learning of English. Teachers in these programs use the Estrellita Phonics program in Spanish, Spanish language libraries, and Go Math materials in Spanish. Newcomers in a monolingual setting will continue to receive ENL services, with the number of mandated instructional minutes according to their levels of English proficiency. In the ENL classroom, the teacher uses the ReadyGen program for ENL instruction, focusing on the scaffolded strategies for ELLs, the Hampton-Brown Phonics Street Program to target the phonics needs of newcomers, the Go Math ELL piece to support ELLs in

their needed math vocabulary and language development, and various other supports such as Kidspiration on-line tools. The ENL program also provides home language materials when available to support the student. In addition, ELLs use the English in a Flash program to develop vocabulary proficiency.

CS 200 also has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of newcomer students. In this program, ELLs identified as newcomers are offered services targeted to their needs by certified ESL teachers, bilingual, dual language, and classroom teachers with training and experience in working with these students.

(c.) Developing ELLs who have been receiving services from 4 to 6 years will continue to be eligible to participate in the ELL Saturday Academy and the YMCA after school program. Furthermore, the NYSESLAT, as well as other state exams and in-house assessments, will be used to identify specific areas of weakness and the students will be provided with targeted instruction in those areas. Teachers use differentiated instruction to tailor instruction based on individual student needs. These students get a variety of intervention programs designed to meet their needs, including small-group, targeted instruction supplemented by SMART Boards, which most classrooms are equipped with, and instruction within the Response to Intervention Framework (RTI). CS 200 also has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of these students. In this program, ELLs are offered services targeted to their needs by certified ESL teachers and classroom teachers with training and experience in working with these students.

ELL students participate in the school curriculum with additional support and materials. They are provided with targeted instruction in listening, speaking, reading, and writing. Teachers use differentiated instruction to tailor instruction based on individual student needs, using assessments and classroom observations to guide them. ELLs use the English in a Flash program to develop vocabulary proficiency and their literacy skills are evaluated and targeted instruction designed through the Renaissance Learning Program. In the ENL program, the teacher uses the ReadyGen curriculum for ENL instruction, focusing on the scaffolded strategies for ELLs, the Hampton-Brown Phonics Street Program to target the phonics needs of these students, the Go Math RTI piece to support ELLs in their needed math vocabulary and language development, and various other supports such as Kidspiration on-line tools. The ENL program also provides native language materials when available and necessary to support the student. Students in the dual language and bilingual classrooms are provided with support in their native language to address the gaps in their native language education and to support their learning of English. Teachers in these programs use the Estrellita Phonics program in Spanish, Spanish language libraries, and Go Math materials in Spanish.

(d.) Long term ELLs, those having completed 6 years of services, will continue to participate in the ELL Saturday Academy and other after school programs. As mentioned above, the NYSESLAT, other state exams, and in-house assessments will be used to identify specific areas of weakness and the students will be provided with targeted instruction in those areas. Teachers use differentiated instruction to tailor instruction based on individual student needs. These students get a variety of intervention programs designed to meet their needs, including small-group, targeted instruction supplemented by SMART Boards, which most classrooms are equipped with, and instruction within the Response to Intervention Framework (RTI). CS 200 also has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of these students. In this program, ELLs identified as long term ELLs are offered services targeted to their needs by certified ESL teachers and classroom teachers with training and experience in working with these students.

Long term ELL students are provided with targeted instruction in listening, speaking, reading, and writing. Teachers use differentiated instruction to tailor instruction based on individual student needs, using assessments and classroom observations to guide them. In the ENL program, the ReadyGen curriculum for ENL instruction, focusing on the scaffolded strategies for ELLs, the Hampton-Brown Phonics Street Program to target the phonics needs of these students, the Go Math RTI piece to support ELLs in their needed math vocabulary and language development, and various other supports such as Kidspiration on-line tools. The ENL classroom also provides home language materials when available and necessary to support the student. Students in the dual language and bilingual classrooms are provided with support in their native language to address the gaps in their home language education and to support their learning of English. Teachers in these programs use the Estrellita Phonics program in Spanish, Spanish language libraries, and Go Math materials in Spanish.

(e.) Those students reaching proficiency on the NYSESLAT will continue to receive transitional support for up to two years with 90 minutes of integrated ENL/ELA or other content area and by being eligible to participate in Saturday Academy and after school programs designed for ELLs. These students continue to receive extended time on all assessments. As it pertains to the state math exams, we continue to offer the option to take the exam in their home language. We invite them to continue enrollment in our Dual Language classes on the English Proficient registers.

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

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 within 6-12 months. The principal, Ms. Belton, consults with the student's classroom teacher, the ENL Coordinator (Ms. Rubin), the student, and the student's parent or guardian when assessing the student's academic progress. Based on this information, if the principal finds that the student's progress has been negatively affected than she will provide support services to the student and may reverse the determination. If Ms. Belton, the principal, decides to reverse the ELL status of the student, she must consult with the superintendent. The parent is then notified in writing in their preferred language within 10 school days.

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

Special Education teachers understand the double needs of their ELL-SWD students, i.e., the deficits related to the student’s particular disability as well as their needs related to English acquisition. After careful review and consideration of each IEP goal, Special Educators determine the special education strategy or the ESL strategy that can assist the student to reach the IEP goal while facilitating their use and understanding of English. Strategies might include: repeated presentation, drill and review of key concepts, visual models, visual organizers, distraction free environments, peer mentoring, etc. Teachers of ELL-SWDs support these students’ access to grade-level materials and academic content with the use of special education and ESL strategies, such as scaffolding.

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?

As with all students with disabilities, the full continuum of special education services is considered for each student. Once the student is placed into the Least Restrictive Environment (LRE) that will meet his/her special needs, the special education teacher makes the modifications and accommodations needed to address disability related needs as well as English acquisition needs as described in #6 above. All curricular choices are based on the individual student’s IEP and mandated amount of English instruction.

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

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

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

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



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

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

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

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

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



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

Chart

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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

## 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. Targeted Intervention programs: ELLs benefit from many intervention programs designed to meet their needs, including small-group, targeted instruction supplemented by SMART Boards, which most classrooms are equipped with, and instruction within the Response to Intervention Framework (RTI). CS 200 also has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of these students. In this program, ELLs identified as long term ELLs are offered services targeted to their needs by certified ESL teachers and classroom teachers with training and experience in working with these students.

ELA: In addition to the targeted ELA instruction offered in the after school programs mentioned above, we use the Renaissance Learning Program to evaluate literacy skills of students and design instructional plans. ELLs also use the English in a Flash component of the Renaissance program to help develop vocabulary in English. The literacy coach offers on-going support through individual and common grade planning meetings.

Math: We use the city's Go Math curriculum, which is available in Spanish in the Dual Language and Bilingual classrooms. The math coach provides on-going support during individual and common grade planning meetings.

Social Studies: The social studies program adheres to the NY state Common Core Standards and it follows an integrated multi-interdisciplinary model that addresses both ELA and social studies. We have a social studies teacher who uses various methods, including the four modalities, video, art and various media, to teach social studies to ELLs.

Science: The science program uses the Foss Curriculum, which provides Spanish language and ESL support. We have a science lab that students visit with their classes to conduct various experiments.

Science, math, and social studies books in Spanish are in the bilingual and dual language classroom libraries and available in the school to support students' whose native language is Spanish. In addition, the ENL, bilingual and dual language classrooms teach English language vocabulary and skills through the content areas of social studies, math, and science.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This population has continued to make progress as demonstrated by the Spring 2015 NYSESLAT results. We use the following supports to assist students in making progress and monitoring progress:

- ELA: Ready Gen, phonics, scaffolding, Accelerated Reader, Technology supports (software programs)
- End of Unit Performance Based Assessment (PBA)
- Social Studies: Houghton Mifflin program, Journalism Club, International Student Club
- STEM Club and a Science content area coach

The teachers are made aware of the ELL students in their classroom through communication with the ELL coordinator, Professional Development, and grade level meetings.

Data is reviewed frequently. Running records are reviewed depending on the student's level. PBA's are analyzed at the end of every unit in ELA and Math. Accelerated Reader Assessments are on going. Teachers are always reviewing student data during and after lessons via informal assessments.

12. What new programs or improvements will be considered for the upcoming school year?

This year, CS 200 is piloting the Teachers College program for writing. This program will be used in one class per grade. During the 2015-2016 school year, the ENL teacher will provide integrated ENL to ELLs in kindergarten in a kindergarten class that is using this program.

13. What programs/services for ELLs will be discontinued and why?

Kidbiz 3000 has been discontinued due to lack of funding. We hope to bring this program back in the future when funding becomes available.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are specifically targeted to receive all benefits available in our school including small-group, targeted-instruction supplemented by SMART Boards, which most classrooms are equipped with, and instruction within the Response to Intervention Framework (RTI). iPads and notebook computers are also available in order to supplement instruction. CS 200 also has a YMCA

after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of these students. In this program, ELLs are offered services targeted to their needs by certified ESL teachers and classroom teachers with training and experience in working with these students.

Additionally, we have invested in rich instructional material with our ELL students' success in mind, such as: the ReadyGen and Go Math supports for ELLs; the Hampton-Brown Phonics Street Kit, a complete, systematic phonics instruction program; LeapFrog, which combines technology and literacy; and English in a Flash, part of Renaissance Learning Program, among others.

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.

As mentioned above, many classrooms are equipped with SMART Boards in order to provide our students with a variety of rich learning experiences. Teachers also have access to projectors. Moreover, we have computers in classrooms that can be used to for students to engage in rich and interactive educational activities. We also have a class set of iPads and notebook computers available for teachers to borrow. In addition, students have access to English in a Flash and Accelerated Reader, both part of the technology-based Renaissance Learning program.

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

Home language support. The Dual Language program is designed to provide 50% of the instruction in the home language. HLA instruction is delivered using Spanish language materials to support the ReadyGen curriculum. As in the dual language program, HLA is delivered through Spanish language materials to support the ReadyGen curriculum in the TBE model. Moreover, a literacy block is in place, with intensive reading/writing activities. Students receive native language support according to their specific instructional needs. Also, the DL and TBE programs use Estrellita, a complete Spanish-language phonics/literacy-building program. Go Math is available in Spanish, as are some components of the Foss science program. The classes have Spanish language libraries that include books across the content areas. In the ENL program, teachers also provide home language support as needed. The teacher communicates in the student's home language, when possible; in order to make any clarifications, explain expectations, etc. Moreover, ENL and classroom teachers also provide support by grouping or pairing students of the same language background, especially with newly arriving students who need more support in their language. This assists students in understanding content taught in class and enables them to respond in their home language if needed. Home language and English picture dictionaries and picture books and other reading materials are also available in Spanish and in other languages where possible. As mentioned above, the ENL and classroom teachers have access to the math, science, and library materials in Spanish.

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

All students receive age and grade-level appropriate instruction and support. Teachers differentiate instruction in small groups as needed to provide appropriate support to students. Students are grouped within the ENL program by English levels according to the NYSITELL and NYSESLAT, however grade levels and age are always considered. Furthermore, all ELLs receive the appropriate grade level curriculum through ReadyGen, Go Math, science and social studies curriculums.

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).

For potential ELLs that pre-register in the spring, we offer a spring parent orientation in order to welcome them and their parents and to explain the three different program options available should it be determined that their child is eligible for services based on the NYSITELL exam. Parents of new ELLs who enroll throughout the school year are also welcomed and provided information at individual meetings and parent orientations. Newly enrolled ELLs are partnered with a language buddy, (a student speaking the same language), to assist them in transitioning into our school. We have an International Student Club and members make themselves available to support newly arrived ELLs as they transition into the new school.

19. What language electives are offered to ELLs?

N/A Language electives are not offered.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a) Our DL program uses a self-contained, rollercoaster model. The DL program at C.S. 200 uses a 50/50 model (English/Spanish). EPs and ELLs both learn using this model. EPs and ELLs are fully integrated; however, teachers do differentiate instruction as needed and group students homogeneously as well as heterogeneously, depending on what is most appropriate for the content area she/he is teaching or activity the students are engaging in.

b) All content instruction is delivered in both languages, English and Spanish.

- c) All content instruction is delivered in both languages, English and Spanish, equally, following a rollercoaster model schedule. Fifty percent of the instruction is in English and 50 percent in Spanish. The Dual Language classes are self-contained with one teacher delivering instruction in both languages using the rollercoaster model. Teachers alert students to the use of the different languages using various methods. For example, a notice is posted on the door with the language that is being used in the classroom and within the classroom the color blue or black is used for English and the color red for work in Spanish.
- d) Both languages are taught simultaneously, using the rollercoaster model.

## 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.)
  1. All school ELL personnel are required to attend at least 3 professional developments specifically for working with ELLs during the school year. These personnel are provided with the professional development to meet the mandated 50% of total hours of ELL training to familiarize them with ESL methodologies and strategies. This training also enhances their appreciation for the students' home languages and cultures and the staff's ability to provide appropriate instructional and support services. The assistant principals, paraprofessionals and parent coordinator, as well as other staff, participate in training provided by the Department of Education's Office of English Language Learners. In addition, we have on-going in-house PD. Sign-in sheets, agendas, and copies of training handouts are retained for future reference.
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?

Professional development is offered to teaches of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. These PDs are offered by the OELL, the district, and in-house PD.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

School staff is provided with workshops and they work with guidance counselors to assist students and parents with middle school visitations and the application processes. Staff from middle schools is invited to come and speak with students and staff about their schools and middle school process.
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.

All personnel who work with ELLs are constantly attending professional development provided by shool coaches, assistant principals, and the Department of Education's Office of ELLs. Sign-in sheets, agendas, and copies of training handouts are retained for future reference.

### 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?

Teachers meet with parents or guardians of ELLs at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings, to discuss the goals of the student's program, the student's progress in language development, NYSESLAT/NYSITELL results, and language development needs in the content areas. If the student is in a bilingual or dual language program, their progress in the home language will also be discussed. The student's classroom teacher, as well as ENL teacher if not in the TBE or Dual Language program, should be present in addition to any other relevant staff involved in the student's education. If an interpreter is needed, the DOE's over-the-phone translation services will be used. These meetings can take place during the school's parent engagement time, currently Tuesdays from 2:20 pm until 3:15, or individually scheduled with the teacher(s) and parents or guardians.

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.

Annual individual meetings are recorded in a log by individual ENL, bilingual, or dual language teachers involved in the meeting. These logs are collected and maintained in the ELL Binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. There are many ways that parents are involved at C.S. 200. We have an active PTA. Workshops and classes are offered to parents. For example, last year a series of three workshops were offered to parents by Ms. Cummings (Math Coach), Ms. Saddler (Literacy Coach), and Ms. Rubin (ENL Teacher). The topics were Resources for Parents, Test Strategies, and Developing Thinking at Home. Multilingual staff is always available at each of these events to help translate. Information about these nights is sent home to parents in their languages. In addition, Ms. Saddler held an English class for parents. The YMCA also has English classes for parents at the school. Parent volunteers are available for some events and at other meetings for translation services. Translators are available in the building or through the Department of Education translation services on the night of Parent – Teacher conferences. In addition, the school attempts to reach out to families of diverse cultural backgrounds through special events. For example, there is a Hispanic Heritage Month Luncheon at which families are invited to celebrate Latino culture. There is also an International Student Club which hopes to involve members' parents in club activities.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? CS 200 has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The YMCA program offers English classes to parents here at the school.
5. How do you evaluate the needs of the parents?

Home Language Identification Surveys, oral interviews, parent orientations, and Parent Survey and Program Selection forms are all used to evaluate the needs of the parents. Our Parent Coordinator, Mr. Fields, as well as the ENL teacher, Ms. Rubin, meet with the parents of newly enrolled students. Mr. Fields also organizes information for parents in multiple languages on the main floor bulletin boards. The PTA, in conjunction with the Parent Coordinator, conduct a parents' needs survey. In the past year, a series of parent workshops were offered to parents. At the end of these workshops a questionnaire was distributed to find out what other interests or needs the parents might have. As a result of parent suggestion, Ms. Saddler (Literacy Coach) held English classes for parents.

6. How do your parental involvement activities address the needs of the parents? Parents of ELLs attend a parent orientation when their child is first identified as an ELL. The Parent Coordinator, as well as teachers and staff, are available for any further questions and discussions after the initial orientation and to meet with parents to evaluate any needs they may have. The Parent Coordinator is introduced to parents when they first enroll their students and is available to assist parents with any questions or concerns. Translation is always available to parents. PTA representatives are available in the building. In the past year, a series of parent workshops were offered to parents. At the end of these workshops a questionnaire was distributed to find out what other interests or needs the parents might have. As a result of parent suggestion, Ms. Saddler (Literacy Coach) held English classes for parents.

### D. Additional Information

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

Paste response here:



**School Name: James McCune Smith CS 200**

**School DBN: 05M200**

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)
Renee Y. Belton	Principal		10/30/15
Charles Anuolam	Assistant Principal		10/30/15
Garry Fields	Parent Coordinator		10/30/15
Abigail Rubin	ENL/Bilingual Teacher		10/30/15
Tinya Smith-Gale	Parent		10/30/15
Guillermin Montano	Teacher/Subject Area		10/30/15
Belkis Martinez	Teacher/Subject Area		10/30/15
Maria Saddler	Coach		10/30/15
Zelvena Cummings	Coach		10/30/15
Trista Stewart	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

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

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

**DBN: 05M200      School Name: CS200**  
**Superintendent: Gale Reeves**

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

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

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

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

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

---

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

Parents of all newly admitted students receive a Home Language Identification Survey (HLIS) that must be completed. Our ESL teacher/coordinator, Abigail Rubin, ESL licensed and certified, is able to help parents, including Spanish-Speaking parents, complete the HLIS appropriately. The ESL teacher conducts an oral interview with all parents of newly admitted students in which the home language and the English ability of the student is discussed; we are then able to help parents accurately record their oral interpretation and written translation needs directly on the HLIS for our future reference. In general, we provide written translations school documents in at least one language, Spanish. We further confirm parents' written translation and oral interpretation needs with parents of English Language Learners through our group or individual parent orientation sessions, when we assist them in completing the Parent Survey and Selection Form, when parents are able to verify with us the language used at home and communicate to us their specific needs. In addition, the on-going personal communication between faculty/staff and parents further corroborates and completes our needs assessment.

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.

Spanish  
Arabic  
French

## 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.)

News letters  
Parent Coordinator Calender  
Parent Teacher Conferences Announcements  
YMCA After school program information,  
NYS Testing dates  
SLT and PA parent notifications

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

Parent Teacher Conferences: Fall 2015 and Spring 2016  
Family Night: September 2015  
Curriculum Night: November 2015  
5<sup>th</sup> grade articulation meeting: Guidance Conselor  
International Luncheon: November 2015  
Family Day: February 2016  
Family Night: March 2016  
Attendance meetings and telephone conferences: On going throughout the 2015/2016 school year

## 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.

CS 200 has an office-assistant who is fully bilingual in English and Spanish. She is based in the main office, which is the first stop for all parents when they visit, therefore, the since the data shows that this is the largest (and only) group that indicated to have a need for oral interpretation services in Spanish, Ms.

Serrano is always available to meet their needs. Many teachers in our building, as well as one of our assistant principals, are also bilingual in English and Spanish, and are therefore available to meet the needs of Spanish-speaking parents.

Even though data indicates that every other language group, besides Spanish, included English amongst their language preferences, we have visiting faculty (student-teachers) who are French-speaking and are available to provide oral interpretation for parents. Going forward, we will continue to rely on in-house oral interpretation services by our multilingual group of teachers, student-teachers, staff and parent volunteers. If there is an indication of a need for a language for which we cannot provide in-house interpretation and translation services, we will seek the services indicated the NYC DOE on their Translation Services Unit website, which has over-the-phone interpreters readily available. Our parent coordinator will assist the ESL Coordinator with making material available in different languages for parents. Many of these can be seen on the school bulletin boards on the school's main floor, which are visible to parents when they visit our school. Moreover, translated key documents, such as the Behavior Code, and Parent Bill of Rights are available in multiple languages. School newsletters and brochures are available in English and Spanish, and are made available to parents in the main office and are highly visible to all visiting parents.

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.

CS 200 aims to provide all school communication material in at least one other language, Spanish, since the data shows that this is the largest (and only) group that indicated to have a need for written translated material in Spanish. Even though data indicates that every other language group, besides Spanish, included English amongst their language preferences, we have visiting faculty (student-teachers) who are French-speaking and are available to provide oral interpretation and written translation services for parents. They have already provided this service during parent orientations and meetings earlier in the school year and have translated various invitation letters and other material in French, which we have included alongside an English version. This has been a preventative measure we have taken. We will continue to rely on in-house written translation services by our multilingual group of teachers, student-teachers, staff and parent volunteers. If there is an indication of a need for a language for which we cannot provide in-house interpretation and translation services, we will seek the services indicated the NYC DOE on their Translation Services Unit website, which has translators and interpreters readily available.

#### **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.)

Language Guide  
Translation and Interpretation Brochure  
Translation bulletin board at the entrance of CS 200



## **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 will make literature and documents available for families in the main office.

## **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)

We will develop and utilize a parent survey to gather feedback from parents on the quality and availability of services mid year and make adjustments if and when needed.