



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

03M208

School Name:

P.S. 208 ALAIN L. LOCKE

Principal:

SUSAN M. GREEN

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: Alain L. Locke Magnet School for Environmental Stewardship School Number (DBN): 03M208

Grades Served: 3-5

School Address: 21 West 111th St. Manhattan, NY

Phone Number: (212) 534-9580 Fax: (212) 534-8227

School Contact Person: Susan M. Green Email Address: Sgreen8@schools.nyc.gov

Principal: Susan M. Green

UFT Chapter Leader: Joshua Kaplan

Parents' Association President: Sherry Praylow

SLT Chairperson: Treasrea Cornelius

Title I Parent Representative (or Parent Advisory Council Chairperson): Audrey Spann

Student Representative(s): _____

District Information

District: 03 Superintendent: Ilene Altschul

Superintendent's Office Address: 154 west 93rd Street New York, NY 10025

Superintendent's Email Address: lAltsch@schools.nyc.gov

Phone Number: (212) 678-5857 Fax: (212) 222-7816

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu

Director's Office Address: 333 Seventh Avenue 8th Fl. New York, N.Y. 10001

Director's Email Address: ychu@schools.nyc.gov

Phone Number: 646-470-0721 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susan M. Green	*Principal or Designee	
Joshua Kaplan	*UFT Chapter Leader or Designee	
Sherry Praylow	*PA/PTA President or Designated Co-President	
Milagros Figueroa	DC 37 Representative (staff), if applicable	
Audrey Spann	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kip Brown, Sports Leadership Academy	CBO Representative, if applicable	
	Parent	
Tresrea Cornelius	Member/ Teacher	
William Rund	Member/ Teacher	
Claudette Abney	Member/ Parent	
Milagros Campos	Member/ Parent	
Mr. Williams	Member/ Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

P.S. 208 Alain L. Locke Magnet School for Environmental Stewardship (ALLMSES) is an elementary school with 141

students from 3 through grade 5. The school population comprises 65% Black, 30% Hispanic, 2% White, and 3% Asian students. The student body includes 10% English language learners and 26% special education students. Boys account for 46% of the students enrolled and girls account for 54%. The average attendance rate for the school year 2014 - 2015 was 92.08% and the attendance year to date is 93.5%. The majority of the students who attend this school migrate from PS 185 Early Childhood for Discovery and Design.

We currently have Collaborative Team Teaching (CTT/ICT) programs on all three grades. We have a Self-contained bridge class for grades four and five, one Self-contained class for grade three and have one General Education class on each grade. The average class size is approximately 25 students.

Response to Intervention (RTI) services are offered to students who have been identified at tiers two (Leveled Literacy Learning-LLI) and three (Wilson) using the in the area of literacy. These services are carried out by our SETSS, Cluster and Speech teachers. Currently, tier two intervention for math happens in the classroom with teachers using the Go Math Program. We are currently in the processes of making modifications to our current structures of RTI based on the professional training we are receiving from the State Education Department (SED).

When it comes to the strengths of our school, the community at ALLMSES believes that when it comes to greatness, we are all responsible for nurturing each child's personal and academic development; and that all members of our community work together to achieve this goal. Based in a nurturing environment, we seek to have students prepared for their academic and professional futures by exposing them to rigorous curriculum, granting them access to one-to-one technology, while instilling practices that promote stewardship toward themselves and others. The environmental stewardship theme is embedded throughout the curriculum. The students learn in their one-of-a-kind stewardship class about the importance of being stewards of themselves, so they can be stewards of their families, local community and perhaps one day globally. We are the first school in Harlem with a hydroponic garden, where students learn to grow vegetables without using soil. This garden was donated to us from General Hydroponics through our partnership with New York Sun Works. Our partnerships with Moira Wilkinson Consulting Services and New York Sun Works supports us in promoting our environmental theme. New York CARES is instrumental in providing off-site excursions and extra-curricular activities. The stewardship theme of a healthy body permeates through our partnership with the Sports Leadership Academy, where our students play flag rugby having won several tournaments over the last few years. Our relationship with Studio in a School and PurElements infuses the school's theme of stewardship through the Arts. Lastly, our long-term partnership with the Carmel Hill Accelerated Reader program has proven to be beneficial to students as it increases reading comprehension.

Overall, the teaching staff is truly committed to improving pedagogical practices to improve student's outcomes.

During the 2014-15 school year teachers at ALLMSES have shown improvement in Tenet 4-Teacher Collaboration, where teachers have improved in their practices of looking at student work to drive adjustments to curriculum in accordance to the CCLS.

One of the challenges we face relates to trend of academic performance, primarily in grade 5, as well as in the area of Mathematics school-wide. We seek to address this area via the ongoing PD we expect to receive from our Manhattan Field Office, the Superintendent's office and from the SED on implementing RTI structures.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our school implements an interdisciplinary curriculum based on our school theme of Environmental Stewardship. School leaders and teachers have a systematic plan for using data-driven instruction (DDI) that is derived from pre and post unit assessments, formative assessment within the unit towards meeting CCLS in all subject areas. These assessments include the ReadyGen baseline, GoMath pre-requisite skills inventory, the Fall and Spring benchmark Periodic Assessment in Math and Literacy , Fountas & Pinnell running record tracking systems, Accelerated Reader, State ELA and Math exams, and CCLS aligned end of unit performance tasks. These assessments are used to inform groupings of students, in three tiers, according to their needs, meeting them at their entry points and in meeting targeted skills. We integrate technology, visual and performing arts into curricula. Teachers’ schedules allow them to meet regularly and plan units of study aligned to CCLS and the scope and sequence set forth by the New York City Department of Education. Lessons are adjusted to include higher-order thinking skills, check for understanding strategies, teacher moves, and scaffolds based on observed student needs. Teachers ensure that unit and lesson plans are appropriately aligned to the CCLS, they are based on coherent and cohesive curriculum while introducing complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.</p> <p>Areas of improvement: We identified that continued development in teacher’s understanding of the CCLS in mathematics was not comprehensive. As a school, we agreed that Tenet 3.3 is an area where we are still improving. Therefore, for the 2015-16 school year, a priority for our school is to support teacher planning and implementation of</p>		

lessons that stimulate higher order thinking and deepen conceptual knowledge around mathematics. We also want to build a structure/culture that improves on making their thinking visible that will allow teachers to assess student's understanding of important concepts as well as address misconceptions that students may have. We recognize that as a teaching community, we need to improve the delivery of instruction by incorporating a variety of strategies to improve student outcomes in the area of mathematics. Teachers need to engage in the use of a multitude of data sources-both formative and summative- to inform modifications that need to be made to both Go Math curriculum and daily lesson plans.

We seek to build a culture of math discourse in order to improve student understanding of mathematical concepts, while incorporating the use of math literature, rubrics, clear learning targets, and keys for success so that students can make their thinking visible as evidenced in basic computation and constructed responses.

Part 2 – Annual Goal

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

By June 2016, there will be a 10% increase of students meeting Periodic Assessment Standards using beginning of year (BOY) and end of year (EOY) assessments in the area of mathematics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Engaging in PD utilizing research based literature 5 Practices for Orchestrating Productive Math Discussions by Margaret Smith & Mary Kay Smith</p>	<p>All staff members</p>	<p>Sept – June 2016</p>	<p>School Leaders All Teaching Staff</p>
<p>Use the Revised Bloom’s Taxonomy to derive questions that foster higher-order thinking skills; use the Depth of Knowledge to assist in creating learning activities that fosters deep conceptual knowledge and meeting the CCLS</p>	<p>All staff members</p>	<p>Nov – June 2016</p>	<p>School Leaders Borough Math and Literacy Consultants</p>

Monitor documentation of strategies used to address the needs of SWD, ELL and high need student subgroups through small group notes and Teacher Team Meeting agenda and minutes	Grade level Teachers	Nov – June 2016	School Leaders Grade Leaders
Monitor the tracking of student achievement in 3 tiers during the unit in SS/Science	Grade Level Teachers, School Leaders	Nov 2015 Feb 2016 May 2016 June 2016	Grade Leaders, School Leaders
Parent notifications and workshops will be provided throughout the year to support parent understanding of the school's instructional focus in the are of mathematics	Parents	Sept-May	School Leaders Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources/Human Resources: Literature for all staff members, Substitute Teachers when teachers attend PD and when there are schedule adjustments.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of February 2016, 3-5% of students will improve in their ability to complete constructed responses in the area of math as evidenced by their mid year Performance Task Assessment.
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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

This year we will continue the work we started during the 2014-15 school year by shifting and improving adult’s habit of mind and attitudes in working with students.

We are committed to establishing relations with children where we hold students to high standards, having honest conversations about learning. We seek to continue our work in our ongoing development maintaining a safe place where students are taught to persevere through struggle. Our staff is committed to adopting a mentality and belief system of having hope in all students' ability to succeed, as we acknowledge and address teacher biases and shortcomings as it pertains to race, gender, class and other pre-conceived notions about the social plight faced by our students.

During the 2014-15 school year, we had a total of 8 superintendent suspensions and 16 principal suspension. Our superintendent suspension were reduced by 33% in comparison to the prior year. We would like to continue on this trajectory.

This year we will be partnering with the organization Kids at Hope to help us in this important work. We have also arranged to have Northside Center for Children and Families on site to assist us with providing students with therapeutic mental health services. Lastly, we have received funding that allows us to have an full time guidance counselor on staff that will allow us to provide support services using a push in/pull out model as needed.

We are revisiting the architecture of the PBIS program to assure equity in our approach relative to how we promote our standards of greatness in the areas of safety, thoughtfulness, respect and responsibility.

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, we seek to reduce the number of superintendent suspensions to no more than five and principal suspension to no more than 12 by the end June of 2016, as measured by OORS reports. This goal will be achieved in partnership with Kids at Hope, Northside Center for Children and our support service guidance counselor.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Continue adding to, revising, and updating the Social/Emotional Needs chart of students with above average needs and adjusting</p>	<p>All teachers</p>	<p>Periodically (every 6 weeks), during Monday PD times</p>	<p>Principal and a rotation of teaching staff, PD Team members</p>

the strategies used by teacher buddies.			
Parent Engagement: Relationship building workshops focused on developing communication skills between parents and children	All parents	By June 2016	Principal, PD Team members, Stewardship Consultant and PTA
Solidify partnerships with Kids at Hope and Northside Center for Children	Students and families	December 2015	School Leaders; Personnel of respective programs
Students, faculty and parents will have an opportunity evaluate the effectiveness of the structures in place via tripod and environmental surveys.	All students	By January-June 2016	Principal and other members of the PD Team
-Assisting parents with the referral process for support and therapeutic services	All students	By June 2016	School Guidance Counselor, School Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Most of the resources needed to implement this action plan are all available in the school community. We need willing staff members and a buy-in across the school community. Professional development will be taking place on Monday afternoons.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		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.
In February 2016, we will assess progress made toward reducing suspensions, having no more than two superintendent suspensions and not more than four principal suspensions. We will monitor the number of students who receive support services via our school guidance counselor and Northside Center for Children and Families. We will assess how progress is being made with the improved practices of PBIS based on the number of students being recognized for positive behavior.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	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
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>At Alain L. Locke Magnet School for Environmental Stewardship Public School 208, we have been working extensively to create and revise units of study aligned to the Common Core Learning Standards and Education for Sustainability (EfS) standards in every content area. Inherent in this work is our focus on improving our questioning and discussion techniques to engage students in higher order thinking while participating in student-to-student interactions. As an entire staff we engaged in the text <u>Thinking Through Quality Questions</u> during the 2014-2015 school year to enhance our discussion and questioning techniques. This work will be continued into the 2015-2016 school year. Our school is focusing heavily on Math so these Quality Questions will help give students the support they need to engage in rigorous discourse about their math thinking. This way, students will be able to make their thinking visible and work through the most challenging problems and projects.</p> <p>In an effort to create coherent curricula teacher teams have been designing units using the Understanding By Design planning model and principles in all content areas to ensure students successfully meet Common Core Learning Standards. Successive arcs of instruction are being designed in ongoing collaborative teacher team meetings to facilitate meeting student’s goals. The Quality Review states, “School faculty craft coherent curricula aligned to the Common Core Learning Standards integrating the environmental stewardship magnet theme to emphasize rigorous habits and high level thinking for all students.” We will be continuing the ReadyGen reading and writing and GoMath programs that have high levels of text/content complexity.</p> <p>Included in the planning, at the lesson level, teachers create differentiated activities for three tiers of students based on various state and local data sources. These activities are designed to provide access points for all students to the curriculum and enable mastery of the standard. Once lessons have been implemented and student work produced, teacher teams engage in the ORID (Observation, Reflection, Inference, Decision) Protocol to analyze work of focus students from each tier of performance to make instructional decisions to be applied across the grade level. In analyzing</p>		

all students' work teachers provide relevant, rubric-based feedback to students highlighting strengths and next steps and track the information on checklists.

In an effort to create a safe learning environment that is responsive to students, we have created Student Government to demonstrate the value of student voices. The entire school along with parents, family members and invited guests from Public School 226 hosts an annual Multicultural Feast around the end of November to show appreciation of our diverse backgrounds. In an effort to support our students with the greatest social/emotional needs, we are involved in a buddy system in which teachers match up with a student buddy in mentor/mentee relationship. We host before-school breakfasts with our Buddy System. We have been participating in the institution of Positive Behavior Intervention System in which students are recognized for demonstrating the four pillars of greatness. To create more awareness and insight into the social/emotional needs of our students we will continue to engage professional development around the text Hanging In. The text is a series of case studies involving students with different social/emotional needs. According to environmental survey 97% of parent respondents report feelings of safety and 97% of parent respondents report students are treated with respect.

In summary, as a school, we have improved in the areas of teacher collaboration, creating a safe and nurturing environment and teacher-led inquiry (Tenets 4.2, 4.4 and 4.5).

Areas of improvement:

Notwithstanding all these efforts, we continually to strive to improve. We need to establish short and long term goals for students and create metacognitive skills in students, using scaffolds to achieve long-term goals/standards. Further support is needed to support new teachers in developing differentiated teaching techniques and strengthen all teacher practice so that all students are engaged in high level questioning and discussions so that work products reflect deep understanding. In an effort to increase the coherence of our teaching and learning, we have been working to revise our learning targets, teaching techniques and success criteria, but this an ongoing development.

As a result, our goal this year is to strengthen the collaboration of teachers to support teaching planning of appropriately aligned Common Core instruction (Tenet 4.3).

Part 2 – Annual Goal

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

By June 2016, there will be a 10% increase of students meeting Periodic Assessment Standards using beginning of year (BOY) and end of year (EOY) assessments in the area of mathematics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Literacy, Math & Content Area Matrix Reflection & Adjustment Sessions : Teacher teams reflect and analyze each unit to modify long and short-term instructional goals; learning targets, performance tasks, targeted-skills and higher order thinking questions.</p>	<p>Teachers</p>	<p>Nov 2015- July 2016</p>	<p>School Leaders Grade Leaders</p>
<p>-Data collection will be taken at the end of each unit to determine student progress and standard that need to be revisited. Mid-unit check for understanding will be built in to monitor student progress</p>	<p>Students</p>	<p>Sept 2015 June 2016</p>	<p>Teachers, School Leaders</p>

Scaffolds, sources and practices that contribute to various learning styles, differentiated task, manipulatives and small group tiered instruction will be part structures teacher will have in place to meet the needs of ELL, SWD and other high need learners. Interactive activities including using the smartboard and iPads including but not limited to sushimath, TenMarks, Focus Mathematics Intervention, Math fluency games.	Students	Sept. 2015 June 2016	Teachers, School Leaders
With new mandates of teaching ELL students, the ESL teacher will be pushing into classes to work with students to meet specific needs. He will create visuals for students in order for them to comprehend. In addition to bringing in manipulatives, and using the ESL strategy of Total Physical Response.	English Language Learners	Sept. 2015 June 2016	ESL Teacher, School Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part time coach to provide professional development; substitute teachers to cover classroom teachers for common planning, attendance to borough field professional development sessions											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, all teacher teams will have adjusted at least two units in both literacy in math as a result of the collaborative teacher teaming process. By January 2016, student achievement will increase by 5% in literacy and mathematics as measured by the baseline to the mid-year unit assessments completed in the ReadyGen and GoMath programs.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In reflecting on our HEDI rating, we currently rate ourselves as developing in Tenet 2.2. While the school leaders and teachers understand our mission of "greatness and nothing less" is designed to support students holistically in an effort to prepare them for the future, we seek to improve in the way in which we articulate that vision to our students and families, and revise it to reflect a data-driven mission statement to include the voices of those constituents. In carrying our vision of providing a rigorous curriculum, we seek to use Title 1 Focus school funds to support in covering the cost of a math coach/RTI provider.</p> <p>To promote rigorous instruction for students, the school leaders at ALLMSES believes in the importance of rooting all units of study in the CCLS and where applicable, in the Education for Sustainability (EfS) Standards. Teachers receive common planning time for teacher team meetings (TTM) of no less than three times per week to critique units and plan lessons, determine scaffolds needed in order to assure that learning is accessible for all students. Teachers receive one-to-one time with school leaders to discuss the progress they are making toward their professional goals as they established, and are provided with suggestions for areas of improvement. The Danielson Framework is referred to when having teachers reflect on pedagogical practices. Mentoring support and time is provided for all new teachers. (PD) has been rooted in the instructional focus that was developed by the MoSL Committee/PD Team. Teachers who are members of the network's instructional cohort team (including English as Second Language (ESL) and Special Education turnkey content to the school community during the Monday afternoon PD sessions and school leaders provide substitute teachers for staff members to participate in both Literacy and Math cohort groups. We look forward to continuing this work with the Manhattan Field Office and the Superintendent's office. A series of professional development sessions throughout the year are designed to focus on building empathy in teachers to improve upon their</p>		

capacity in supporting students' social-emotional needs. Our EfS consultant supports staff with infusing our stewardship theme within the various units of study. In collaboration with the School Leadership Team, the principal works with parents and teachers in organizing workshops that parent express they would like more information about, as well as those believed to support them in understanding CCLS and EfS Standards. The assistant principal works with Special Education SIT Committee working to assure that IEPs reflect well written documents that outline, in detail, students' goals and strategies for support. We have collaborated with American Institute for Research through a New York State Education Department (NYSED) Response to Intervention Initiative in an effort to learn best practices in developing our current academic intervention support system in the area of literacy. The principal and speech teacher participate in year-long professional development, which is turnkeyed to the school community. Currently, our cluster teachers, SETSS teacher and our speech teacher all provide tiered RTI services in literacy. In carrying our vision of providing a rigorous curriculum, we seek to use Title 1 Focus school funds to support in covering the cost of a math coach/RTI provider.

Part 2 – Annual Goal

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

By June 2016, 50% teachers will achieve rating of effective and/or highly effective on components 3B and 3D as measured by observations entered into the Advance rating system.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Utilize a reconfigured Response to Intervention program and continue to improve; attend RTI professional development sessions; working collaboratively with teachers in establishing tier 1 intervention supports at the classroom level</p>	<p>Students who require intervention based on STAR Test results and Running Records</p>	<p>October 2015-June 2016</p>	<p>Principal, Assistant Principal and Speech Teacher, Paraprofessionals, Classroom and Cluster Teachers, SETSS Teacher</p>
<p>Newsletters to parents, progress reports, and the PS. 208 HW website will access and support in helping parents understand the Common core content giving them an enhanced understanding of what their</p>	<p>Parents</p>	<p>Oct. 2015 - June 2016</p>	<p>School leaders, Teachers, Parent Coordinator</p>

children are learning and expected to know			
Conduct 1:1 conferences with teachers to discuss student progress to attain goals	Teachers	Sept 2015 Jan. 2016 June 2016	School Leaders
Monitoring and rating teacher practice using the observation cycle	Teachers	October-June 2016	School Leaders

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By January 2016, 25% teachers will have increased at least one level on components 3B and 3D as measured by observations entered into the Advance rating system.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our school has a welcoming atmosphere that encourages parents to communicate with school leaders and staff. We have monthly Open House Fridays, monthly parent PTA meetings, four parent workshops a year that engages parents in CCLS activities and tasks. During the Spring Parent Teacher Conferences, parents are required to come with their child to school and engage in activities similar to the ones that students encounter on a daily basis. Students are required to articulate to parents what they are learning. A review of the percentage of parents responding to the learning environment survey revealed that 87% of our parents completed it. Our self-reflection shows that we are at a solid place in tenet 6.</p> <p>Areas for improvement: Our school community needs training to strengthen Tenet 6.4. This focused training will support the entire school community in an effort to promote social and emotional health, welfare and trust. Furthermore, we continue to seek to increase the number of parents attending workshops and PTA meetings.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, attendance to Parent-Teacher meetings as well as workshops designed to address both academic and social development of students will increase by 3% as measured by attendance sheets.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent workshops around CCLS and curriculum with heavy concentration on Math content, supporting ELLs and special education</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>School leaders, School Leadership Team, Parent Coordinator, PTA, Teachers</p>
<p>School-wide Health and Wellness events: Day of Play, Coffee and Tea with Principal Green Cultural Heritage events i.e., Hispanic Heritage Luncheon,</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Parent Coordinator, PTA President, School leaders, volunteer Staff Members</p>

Multicultural Heritage Potluck, etc.			
Student acknowledgement events, i.e., Attendance awards, Academic awards.	Parents, students	Sept 2015-June 2016	Parent Coordinator, PTA President, School leaders, volunteer Staff Members, SLT
New school website to keep parents abreast of school-wide events and increase communication between parents, teachers and school leaders	Parents	Sept 2015- June 2016	School leaders, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Material for parent workshops, translation services, school website, teaching staff, Parent Coordinator, PTA Exec. Board, SLT, permits for evening event, voice messaging service to communicate with parents											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016 attendance to Parent-Teacher Association meetings and/or workshops will increase by 1% as measured by attendance sheets as measured by attendance of workshops in the 2014 -15 school year which was 10%.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Universal Screening results, Running Record data, State Test Results	Leveled Literacy Learning, Guided Reading, Wilson	Small group of no more than 4 students per group	During school day
Mathematics	Universal Screening results, State Test Results, Go Math Baseline assessment	Voyager Math	Small group	During school day
Science	Reading level; baseline assessments; teacher observations	Content area reading, writing and note-taking with a focus on Science Small group guided instruction	Small group; one-to-one	During school day
Social Studies	Reading level; baseline assessments; observations	Content area reading, writing and note-taking with a focus on Social Studies Small group guided instruction	Small group; one-to-one	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Previously suspended, teacher and school leaders recommendation	Positive Behavior Intervention Support	Small group; individual	During 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.
<p>Teachers who have the highest performing and demonstrate best instructional and classroom management practices are partnered with new teachers and serve as mentor and model classrooms for inter-visitations. We participate in learning walks to identify best practices and areas for improvement as a school community. There is a hiring committee who is charged with interviewing and selecting teachers believed to be the best fit for our community. Teachers participate in year round professional development, including in the summers, to assure they remain abreast of what is current as it pertains. We also hire consultants to provide 1:1 professional development to meet specific needs. We work earnestly to have a risk free, trusting environment between the administration and teachers to promote open dialogue and offer support as needed. The administration works earnestly to give teachers their desired preference when it comes to assignments, however all placements are determined by the needs of students, not by the convenience of adults.</p>

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).
<p>The use of staff time is structured such that teams have substantial and regular meetings that are deliberately structured so that teachers' professional responsibilities align with the school's instructional goals, focusing teacher time on instructional work and resulting in improved instruction that engages all students in challenging academic tasks.</p> <ol style="list-style-type: none"> 1. Regular school staff meeting as needed and as often as bi-weekly 2. Weekly Professional Development for school staff 3. Weekly Teacher Team meetings 4. Bi-monthly Leadership Team meeting 5. Vendor on-site and off-site staff training 6. On-line training – vendors, NYC DOE, NY State 7. New York State (NYS) RTI workshops 8. Citywide and borough field office professional development for paraprofessionals

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers were selected and agreed upon by the principal and UFT representative, which make up in the MoSL/PD Team. The team participated in the decision making process for selecting curriculum and assessments to monitor progress and improve instruction. This practice is continuation from the 2013-14 and 14-15 school years. We meet on a weekly basis to discuss data and information is turnkeyed by PD team members to teachers on the grade. Teachers have autonomy in the methods they use to track student performance, provided they give the quantitative results and the synopsis of what the results show and the teacher moves to be used to support student learning moving forward.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	157,292.00	x	12, 14, 18, 21, 23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	38,358	x	12, 14, 18, 21, 23
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,127,802.00	x	12, 14, 18, 21, 23

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Alain L. Locke Magnet School for Environmental Stewardship P.S. 208, 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. Alain L. Locke Magnet School for Environmental Stewardship P.S. 208 will support parents and families of Title I students by:

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

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

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

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

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

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

Alain L. Locke Magnet School for Environmental Stewardship P.S. 208, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection

and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 208
School Name Alain L. Locke Magnet School for Environ		

B. Language Allocation Policy Team Composition

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

Principal Susan M. Green	Assistant Principal Jacquelin Colon-Cofill
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher James Mort	School Counselor Michelle Guerin
Teacher/Subject Area type here	Parent Sherry Praylow
Teacher/Subject Area type here	Parent Coordinator Yisell Alcantara
Related-Service Provider type here	Borough Field Support Center Staff Member Matthew Angell
Superintendent Ilene Altscul	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	140	Total number of ELLs	18	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	5
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	10	2	2	8	0	3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4		0		0
4	2	1	0		0
5					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	4	1			1				0
4	1		2						0
5									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	0	0	2	1	2	0	1	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 208 uses the Fountas and Pinnell Reading Tracking System to assess the literacy skills of ELL students. These assessments are administered at least 3 times a year. We keep comprehensive records of students' reading levels across grade levels. This helps the school compare the results and monitor progress. We also use one-to-one conferencing in reading and writing to keep track of the student's literacy progress and set goals. We analyze students' data in our data inquiry meetings to help us identify the literacy needs of our students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data from the 2014-2015 NYSESLAT reveals that our students traditionally do well in the speaking and listening portion of the NYSESLAT and that the weakest modality is writing. Writing is a focus for our ELL population for the 2015-2016 school year. Many students who are stuck at the advanced/expanding level on the NYSESLAT tend to be at that level because of deficits in the Reading and/or Writing modalities. The data shows that students tend to reach proficiency in Speaking and Listening first. We use the data from the NYSESLAT to focus ESL instruction in order for the ELL students to achieve grade-level proficiency in all language modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We use the AMAO tool to see which students are at risk and what the factors contributing to those risks are. The data is pretty consistent in revealing that students who have poor attendance and/or have been held back are most likely to be at risk.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 A. Aside from the Spanish LAB, most of our students take their tests in English. Native language supports, such as a bilingual dictionaries or interpretation services, are offered when appropriate. Since we do not offer Bilingual or Dual Language programs, our students do not take class tests in their home language. However, we do give students the option of taking state tests in the language they

feel most comfortable with. Usually at the beginning of the year, newcomers will take the MoSL and Benchmark Assessments in their home language (when available). Often, by the end of the year these students feel more comfortable doing the math test in English, only using the Home Language versions to check unfamiliar, context-reduced vocabulary. With a very small sample size it is impossible to say whether taking tests in their home languages makes much of a difference.

B. We do not use the ELL periodic assessments as students are assessed in a variety of other ways throughout the school year. We use the Fountas and Pinnell Reading Tracking System to help group students for small group literacy instruction. Some ELLs are also a part of the RtI and LLI programs.

C. The F & P periodic assessments give us information about progress in reading comprehension.

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](#).]

We use a variety of assessments, including Fountas and Pinnell Benchmark Assessment and RtI assessment in order to group all students, including ELL students based on individual needs. With this information we determine which students may need Tier 2 and which students may need Tier 3 RtI. These needs are reassessed each cycle to ensure progress and appropriate placement of students.

6. How do you make sure that a student's new language development is considered in instructional decisions?

ENL class groupings and ENL lessons are designed to provide focused support to ENL students based on their current needs and English language development. Data is collected from the NYSESLAT tests, teacher-created assessments and end of unit ReadyGen assessments. The ENL teacher uses this information to create lessons as well as offer push-in support to address the current needs of students. Lessons and groupings are differentiated so that all students' needs are met.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

We evaluate the success of the ELL program by monitoring the progress that ELL students make each year. The NYSESLAT offers insight on how they are progressing in each of the 4 modalities. The RLAT is particularly helpful as it includes scores from the past 3 years. This helps us see whether or not there has been continued progress. The raw scores help us see if the students are making steady progress or if there is a lag in one or more of the language modalities. The ENL teacher collaborates with the classroom teachers in order for them to design lessons and teach learning strategies for students lagging behind in any of the language modalities. For example, a student that needs to move in Listening will receive additional coaching in that modality. Classroom teachers are taught teaching strategies during ELL PDs to help students build on the student's comprehensible input. Scaffolds are used to increase comprehensible input as a support mechanism in the various modalities:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At ALLMSES we use the New York State LEP/ELL identification process to determine a child's home language. All new admits fill out the HLIS form with the assistance of a licensed pedagogue familiar with the process, usually the ENL teacher (James Mort). This form, along with an informal interview with the parents and child helps determine the home-language. Students with a home language other than English are administered the NYSITELL to determine language proficiency. Spanish speaking students also take the Spanish LAB to help determine language dominance. Spanish speaking parents and students have a Spanish speaking translator available to them during the intake process. There are many families in our school who speak lower incidence languages that are available to help translate as well. If this is not available we use the Translation and Interpretation Unit's over-the-phone interpretation service. ELL Identification tests are administered during the first 10 days of enrollment. ELL students who enter the school with an IEP are reviewed by the Language Proficiency Team that follows the NYSITELL eligibility protocol. Students who are eligible to take the NYSITELL do so within 10 days and the results are printed within 24 hours. Entering and Emerging students receive 360 minutes of ENL per week, Transitioning and Expanding students receive 180 minutes of services and students that are Commanding receive 90 minutes of integrated ENL service per week.

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).
At PS 208 we use the SIFE Identification Process as described in the ELL Policy and Reference Guide to determine SIFE status of newcomer ELLs. If we suspect a student has interrupted formal education (as indicated by prior schooling questions on HLIS) we give the student the SIFE Oral Interview Questionnaire. Students who speak Arabic, Bengali, Chinese, Haitian Creole, or Spanish also take the Literacy Evaluation for Newcomer SIFE (LENS). The results from these diagnostics are reviewed along with student work in order to make the determination of SIFE status. This decision is entered into the BNDC screen within 30 days of enrollment.
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).
When a student with an IEP is newly enrolled and has a home language other than English we follow the protocol from the ELL Policy Reference Guide September 2015. First we form a Language Proficiency Team, which includes the ENL teacher; James Mort, the Assistant Principal; Jacqueline Colon, Parent/Guardian, and the IEP teacher; Sydonie Roberts. That team reviews the evidence of the student's English language development to determine whether or not that student should take the NYSITELL. If the team recommends that the student should take the NYSITELL we use that exam result to determine ELL status. If the team reaches the decision that the NYSITELL is not appropriate for that student the recommendation is sent to the principal for review. If she is in agreement the decision is then sent to the superintendent for final review. If the superintendent also agrees the student will not take the NYSITELL the parent is notified. If the principal or the superintendent disagree with the LPT decision the ELL Identification Process will continue as with all students. The timeline for the review of a newly enrolled student with an IEP occurs within 20 school days. When necessary we utilize the translation and interpretation department for written and spoken translation needs.
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.
Entitlement letters are sent home as soon as possible after the NYSITELL has been scanned. Entitlement letters are written in the preferred language. Since the scores come back immediately there is no delay in knowing which students are entitled or not. These letters are mailed out before September 15th. The ENL teacher prepares the letters based on the student proficiency levels and sends them to parents with the Principal's approval. Letters are kept on file, locked up in the ENL classroom.
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).
This is a new policy which offers some relief from the finality of the Initial ELL Identification Process. In order for parents to understand they have the option to appeal an ELL status determination we will add to the end of Entitlement and Non-Entitlement letters "If you believe that this determination is inaccurate please send a written request to the school for re-evaluation." This option will also be shared with parents during the parent orientation and viewing of the ELL Parent Orientation Video which is conducted by the ENL teacher. Teachers also have the right (with written parent consent) to request this review. Entitlement letters are written in the preferred language. The ENL teacher keeps the letters in a file in the classroom.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
The ENL teacher meets with ELL parents during a parent orientation to show the orientation video and answer any questions. We utilize translating/interpretation services when necessary. This meeting takes place within 5 school days of enrollment. At this time the Parent Survey/Appendix D is also shared with the family so that any questions about it can be answered in a timely manner. If parents have questions that the ENL teacher cannot answer the Parent Coordinator, Yiselle Alcantara, is also available for consultation.
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.
Parent Surveys are generally completed at the same time as the orientation meetings. The parent orientation video is offered in parents' preferred language and the ENL teacher answers any questions that parents may have. Following the video and answering any questions, parents complete the Program Selection/Appendix D which is also available in parents' preferred language. The results from the Program Selection are entered into the ELPC screen in ATS. Any oral translating needs are handled by the over-the-phone service from the T/I Unit.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If there are surveys that are incomplete or not returned we contact those parents immediately to have a completed and accurate survey in the building. The ENL teacher repeatedly reaches out to parents to attend an information session, watch the video and parents complete the Parent Survey and Program Selection before they leave the meeting. If parents have any additional questions we are available to answer them and utilize Translation Services over the phone if necessary. These forms are kept on file in the ENL classroom. Parent Choice is entered into the ELPC screen on ATS.
9. Describe how your school ensures that placement parent notification letters are distributed.

Once the ENL teacher meets with ELL parents to discuss parent survey and program selection, parents select their choice and are then given a placement parent notification letter by the ENL teacher, in the parents' preferred language, stating which program their child has been placed into. At PS 208 the only program currently available is Freestanding ENL. If parents have questions, they can reach out to the ENL teacher or the Parent Coordinator, Yiselle Alcantara.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The HLIS forms are put in the students' cumulative files by our secretary. The entitlement/non-entitlement letters are kept in a binder that is kept in a locked closet in the ENL classroom. All other letters that are sent home are copied and kept on file in a binder in the ENL classroom.
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 test is administered each spring beginning in April. The ENL teacher, James Mort, administers each section of the test to all students required to take it. The RLER report from ATS is used to determine which students are eligible for the exam. Students are tested by grade and all prescribed testing modifications are given to students with IEPs. In accordance with the testing memo, certain sections of the test (e.g. speaking, scoring of the writing section) are conducted by a teacher who is not the students' ENL teacher. This teacher is an F-Status teacher, Marilyn Tortoledo, who has knowledge and past experience with the NYSESLAT exam. The testing schedule is created by the ENL teacher allowing for make-up sessions within the administration window. Once all sections of the NYSESLAT have been administered the exams are packed as per state requirements the answer grids are submitted to the Assessment Implementation Director (AID) at the Borough Assessment Office and the booklets are shipped back to Metritech.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Entitlement and Transitional support Parent notification letters are mailed home in the fall by the ENL teacher, after the previous spring's NYSESLAT results are returned to the school. At the beginning of the fall term the data is analyzed by the ENL teacher to determine groupings and progression by students. Continued entitlement and transition letters are generated and mailed out to parents by the ENL teacher. Translated copies of these letters are available in parents' preferred language.
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).
The trend at ALLMSES PS 208 is that parents select the Freestanding ENL program. This has been the trend for the past eight years at least. After explaining the three options to ELLs in NYC, and showing families the parent orientation video, all families in recent history opt for our ENL push-in/pull-out program. They feel that our school will be the best place for their children, therefore, our programming is aligned with current parent requests. If the preference of parents is to change in the coming years we will take the necessary steps to address their needs. This may include opening up a Dual-Language or Transitional Bilingual classroom if 15 or more parents in consecutive grades request it.

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.

The organizational model of PS 208 ENL program is designed to meet the needs of all students. The ENL teacher pulls out groups of entering (beginner) and emerging (low-intermediate) students to deliver ENL lessons driven by students' areas of greatest needs and aligned to the grade level curriculum (i.e. Stand Alone). The ENL teacher uses the NYSESLAT scores as a guide, but also uses his own assessments and observations in order to group the students appropriately. During these periods the ENL teacher focuses on vocabulary development, language skills and literacy strategies designed to help students quickly reach proficiency in the four modalities. Transitioning, Expanding, and Commanding students receive integrated service in their classroom for the mandated amount of time. In their classrooms, ENL students are grouped by proficiency in order for the ENL teacher to offer focused reading/writing instruction to those students.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

A comprehensive schedule is developed in the beginning of the school year following the mandated minutes of instruction required by the ELL population. All service providers in the school, along with the ENL teacher, create schedules that meet the needs of the students with the least amount of disruption of the student's program. Entering and Emerging level students receive ESL instruction (360 min/wk). 180 minutes are delivered in a Stand Alone setting and 180 minutes are Integrated. Transitioning and Expanding students receive 180 minutes of integrated ENL and Commanding students also receive at least 90 minutes of integrated ENL for 2 years after reaching that level. Student attendance, objectives, observations, and teacher comments/suggestions are recorded and monitored by the ENL teacher.
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.

Within the Integrated program, core content is delivered side-by-side by a common branch teacher and an ENL teacher. This instruction is delivered in English to all students with supports for ELL students such as word banks, vocabulary lists, picture support, and specific strategy lessons delivered by the ENL teacher. The common branch and ENL ensure that each lesson is aligned to the CCLS and grade level curriculum. Other instructional techniques are learned and refined in workshops with the borough.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Since ELLs in the ENL program do not receive native language instruction we do not evaluate their native language throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ENL teacher evaluates students writing with a variety of writing assignments throughout the year. He also collaborates with the classroom teacher and collects information about the students' strengths and weaknesses in writing. This information is used to drive future instruction. Reading is evaluated formally with the Fountas and Pinnell Reading Tracking system at least 3 times a year. Oral reading skills, reading comprehension and listening skills are also assessed, informally, during classroom observations throughout the year. Speaking is also assessed using the SOLOM matrix as the teacher observes student interaction with each other. The ENL teacher practices listening skills throughout the year by giving students increasingly complex tasks with oral instructions.
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

Differentiated instruction for ELL subgroups

 - a. SIFE participate in units and lessons designed by the CUNY Graduate Center targeting the language acquisition and social needs of SIFE students. These lessons allow many opportunities for focused talk based in content areas and help to quickly build academic language skills.
 - b. Newcomer ELLs (0-3 years of service) are generally in the Stand Alone group that meets 4 times a week for focused ENL instruction. Their lessons focus on vocabulary building, phonemic awareness, and turning oral language skills into

written language skills.

c. ELLs with 4-6 years of service are served as per their mandated minutes prescribed by the NYSESLAT and state requirements. Their progress is monitored to ensure that they are progressing as expected in all 4 modalities. If there is evidence of lagging behind on either their RLAT printouts or teacher assessments and observations those areas are addressed by the ENL teacher in one-to-one conferences. Further individualized and differentiated instruction is provided as needed.

d. Long-Term ELLs are most commonly students who also have special needs and Individualized Educational Plans. These students receive additional support to address their learning needs as prescribed by their IEP. This support could be Speech therapy, AIS support (e.g. Wilson), or Occupational Therapy, to name a few. Long-term ELLs without an IEP receive LLI or Rtl services.

e. Former ELLs continue to receive support through integrated ENL classes 90 minutes a week for 2 years after reaching proficiency.

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

If a student is re-identified as either an ELL or non-ELL their progress will be monitored by the classroom teacher (non-ELL) or both the classroom teacher and the ENL teacher to ensure that the reidentification was accurate and does not negatively affect this student.

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

ELL students with special needs are given the support they require according to their IEPs along with the ELL instruction based on their proficiency level. The ENL teacher is present at all of these students' IEP meetings in order to assist and make recommendations with the team. This instruction includes word banks, vocabulary lists, picture support, and specific strategy lessons delivered by the ENL and Special Education teacher. Other instructional techniques are learned and refined in workshops with the borough.

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?

In order to ensure that ELL-SWDs receive all required ENL minutes and additional services in the least restrictive environment our service providers all meet at the beginning of the school year with copies of the students' IEPs to discuss the scheduling of students who receive multiple services. This way we can ensure that there is no overlap in scheduling and that students are served in the least restrictive environment. The curriculum and instruction in all classes is informed by student IEPs, as all teachers have access to the IEPs through SESIS or on paper. Assessments throughout the year are given with appropriate testing modifications.

Chart

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

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

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

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



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

Chart

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

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

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

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

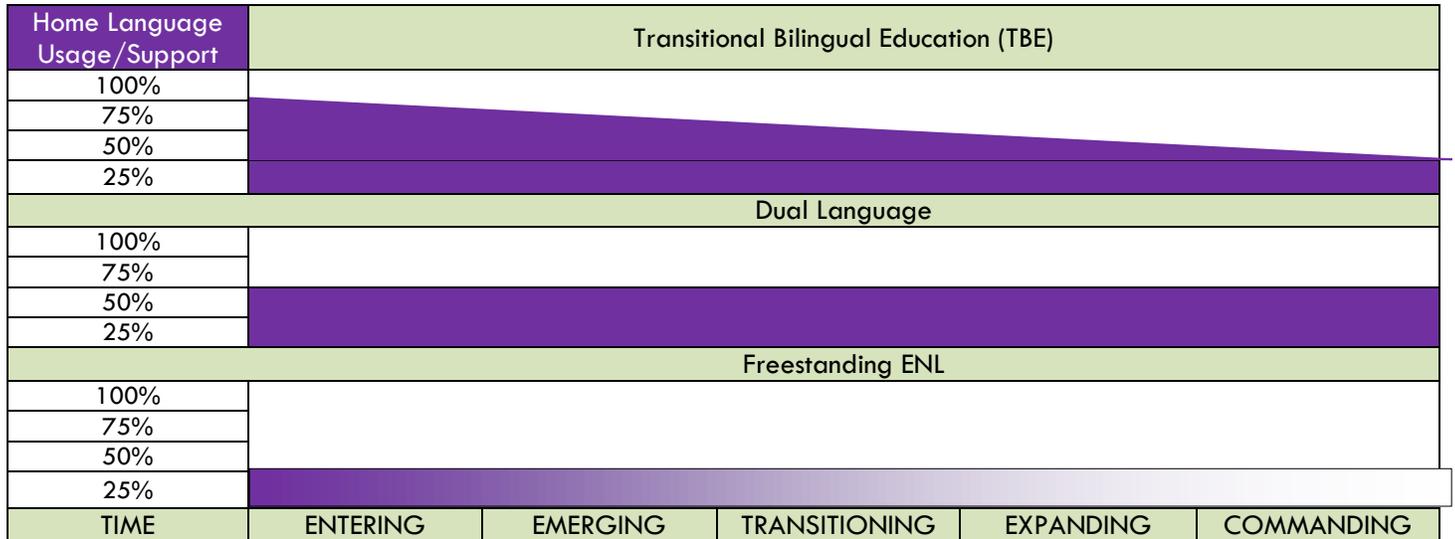


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We are using Star Testing assessment to identify students needing targeting intervention programs. This program is currently offered in English. Using the results of this assessment we group students into tier I, tier II, or tier III intervention services. These services are provided in English. In mathematics, the GO Math! curriculum provides teachers with tier I, tier II, tier III, and specific ELL strategies in each lesson throughout the unit. For ELLs, math word problems is the area of greatest need in mathematics and we support ELLs by having students talk about the problems, create mental images of the problem, and model their thinking with manipulatives. Teachers also discuss homonyms, words which have the same spelling but have different means, specific to the content area. Social Studies and Science curriculum are integrated and taught during the core content areas where the ENL teacher uses hands-on material so that students with lower language proficiency can continue to access the content. Language skills are taught through these content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
According to last year's NYSESLAT, 2 ELL students out of the 10 returning (20%) have reached Commanding Proficiency. The new format of the NYSESLAT last year makes it difficult to compare scores from the previous year but most students are showing growth in their reading and writing skills in other ways. Teacher-created assessments and student writing tasks show this. Most ELLs struggle on the NYS ELA exam, only three students received a 2 on that exam, the rest scored a 1. In math one ELL scored a 3, two scored a 2 and seven scored a 1. This is slightly below the average scores for the rest of our school population. In this regard the current program is effective in helping students access content, but there is room for improvement.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming year, based on the recommendations from CR-154, we will be servicing students with the integrated model. This is an improvement on last year's pull-out model as students will have less interruption from their regular schedule. Also, the ENL supports will be delivered within the class specific curriculum.
13. What programs/services for ELLs will be discontinued and why?
No programs/services for ELLs will be discontinued. We have decreased our Stand Alone (pull-out) sessions and those will only be provided to students that are classified as Entering and Emerging.
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 invited to all school programs and they are provided appropriate support as needed. All ELLs attend cluster classes such as art, physical education, and Environmental Stewardship 5 days per week. Students learning English can experience new words and build on their second language as they engage in a variety of classes. Our after school program, Sports Leadership Academy, is available to all students. With a focus on sports including Rugby, Cricket, Dance, and Yoga, as well as a homework help component, many ELLs find a tremendous amount of success through this after school program. Any other supplemental services are available to all students, including ELLs.
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.
All of our classrooms, including the ELL classroom have leveled libraries, SMART Boards, computers, laptops, iPads and document camera readers. Smartboards are used to accommodate different learning styles. All forms of media— videos, photographs, graphs, maps, illustrations, games, etc. can be used on the board, scaffolding the learning process for ELLs. This expands the range of content that can be use for teaching or presenting new information. All ELL students are provided opportunities to use Accelerated Reader (AR), an online guided reading program with reading quizzes and incentives. Included with AR is another program called English in a Flash which helps newcomer and SIFE ELLs an opportunity to quickly learn English vocabulary and start creating sentences in their new language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We only provided an ENL program. Home language support is provided with bilingual dictionaries and books. Parents are encouraged to read and discuss academic content in their home language with their children as this content will help build English language skills and content understanding.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students in each grade level are assessed using formative and summative assessments to help inform next instructional steps to meet the student's needs. For example, Fountas and Pinnel, a one-to-one assessment, helps match students to their instructional and independent reading levels. ELLs needing additional support are offered RtI (Response to Intervention) through small groups instruction. Additional support in early literacy skills are offered to struggling readers to target their strengths and weaknesses and meet their improvement goals. These supports are aligned to their specific needs, ages and proficiency levels.
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).

Students do not generally come to school before the school year begins. When they do, our Parent Coordinator, Yiselle Alcantara, will meet incoming students, some of which are ELLs, and enroll each family for the upcoming year. We understand that these students need consistent language instruction, especially in their first couple of years in the country, in order to achieve the highest level of English fluency; therefore, ELL students are always invited to participate in all programs offered by our school.

19. What language electives are offered to ELLs?

We do not offer language electives at our 3-5 school.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Professional Development for the ENL teacher is provided by the Bourough field Support Office. Their workshops are usually led by Fanny Castro, among others. The ENL teacher also participates in other Professional Development series offered by the Department of ELLs and then turnkeys this information to all teachers in our school. Common branch teachers are provided job-embedded professional development by the ENL teacher during regularly scheduled grade level meetings and during contractual Monday PD sessions.

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?

Weekly professional development sessions provide an opportunity for the ENL teacher to receive professional development in the area of CCLS and our school curriculum.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our parent coordinator and school guidance counselor receive PD as needed to help support ELLs as they transition into middle school. The ENL teacher is also involved in answering questions and offering support to parents.

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.

In order to meet the 15% of ENL PD required for classroom teachers, the ENL teacher delivers ELL PD at various sessions throughout the year. This happens during staff development and other after school sessions. All classroom teachers are generally present at these sessions in order to acquire a variety of ELL teaching strategies. The topics of these PDs are determined by student needs and teacher observations and requests. Attendance is taken in all sessions and copies are maintained in the school's PD binder in the Principal's office.

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?

Families of ELLs are entitled to an annual one-on-one meeting to discuss the goals and language development needs of their child. This is in addition to their regular parent-teacher conferences. We plan this meeting around the midway point of the school year (January) so that the timing keeps it separate from the other conferences. At this point in the year the teachers will be very familiar with students' individual needs and can explain to parents how their children are progressing through the school year. We can provide a majority of translation/interpretation needs in house but if parents need translation in other languages we utilize the over-the-phone interpretation service and written translation service available through the DOE Translation and Interpretation Department.

2. (Below)

The attendance records for these meetings are kept on sign-in sheets, created by the parent coordinator, that gather the students name, parent signature, and the best/most up-to-date telephone number and/or email address. These sign-in sheets are kept on file in the ENL classroom and with the parent coordinator.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are a welcome and important part of our school community. We include all parents in every activity and when necessary provide translation/interpretation services, either through the DOE service or staff/parent volunteers.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We do not currently partner with any CBOs that provide workshops or services specifically to ELL parents. However, whenever we have events or special services at the school, all parents are invited. If ELL families need translation or interpretation services we provide them at no cost to the family.
5. How do you evaluate the needs of the parents?
When ELL parents have a concern they can speak directly with the principal, AP, ENL teacher or any other faculty member. They can also utilize Translation/interpretation services when necessary. ELL families are invited and encouraged to attend all events including our monthly Open Houses, Coffee With the Principal. These regular events provide an opportunity for families to see the work their children are doing and to ask questions of the teachers and administrators in the building.
6. How do your parental involvement activities address the needs of the parents?
Parent letters, newsletters and calendars are sent by Parent Coordinator to NYC Department of Education for translation. Most parent letters are translated by Parent coordinator and ENL teacher, both are fluent in Spanish.
During the spring parent teacher conference, we distributes parent surveys in available languages and offer support to parents in the completion of the forms when needed.

The following activities are available for parents to participate:

- Parent orientation of newly enrolled ELLs
- Monthly PTA meetings
- Weekly workshops
- Monthly School Open House-parent classroom observation
- Curriculum Night
- Monthly School Leadership Team Meeting'
- Parent Coordinator provides supports to parents on ARIS

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.

Part VI: LAP Assurances

School Name: **ALLMSES**

School DBN: **03m208**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan M. Green	Principal		10/29/15
Jacquelin Colón-Cofill	Assistant Principal		10/29/15
Yisell Alcantara	Parent Coordinator		10/29/15
James Mort	ENL/Bilingual Teacher		10/29/15
Sherry Praylow	Parent		10/29/15
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Michelle Guerin	School Counselor		10/29/15
Ilene Altschul	Superintendent		10/29/15
Matthe Angell	Borough Field Support Center Staff Member _____		10/29/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 03 **School Name: ALL Magnet School for Environmental**
Superintendent: Ilene Altschul

Before you begin, please check the following:

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

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

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

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

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

The first and most valuable source of information about language preferences is the Home Language Identification Survey (HLIS) which is administered to all of our incoming students and is reviewed by the ELL coordinator to identify the parents' preferred language of communication. If that information changes (the family has a new language preference) we update the information through ATS. This change can be relayed to our staff through conversations with the Parent Coordinator or other staff. The student emergency cards include the best contact information for families including address and phone numbers. We use the most current information to translate letters and documents appropriately. We use the Translation and Interpretation Unit's over-the-phone interpretation service during parent teacher conferences and ELL parent meetings when necessary. The T/I Unit also translates documents. Additionally, phone conferences can be scheduled with the Parent Coordinator.

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.

For our school, 25 families prefer Spanish for written communication 26 prefer Spanish for spoken. 2 families prefer Bengali for written and oral communication. 3 Families prefer French for written, 4 Families prefer French for spoken communication. 2 families prefer Wolof for spoken communication, 1 also Wolof for written. We also have 1 family that prefers Bambara for written and spoken communication. One parent prefers the Mossi/More language for spoken communication.

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.)

Our school disseminates the following information in English and in Spanish: newsletters (Monthly), parent-teacher conference announcements (1 week before each conference, see below for dates), school holidays and breaks (1 week before each scheduled holiday and break).

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.

Our school holds four parent-teacher conferences a year with the Parent Coordinator or ENL teacher available to translate for any Spanish speaking parent. These occur during the preset dates determined by the New York City Department of Education (9/17, 11/4-5, 3/2-3, and 5/12). Any interactions that occur during IEP meetings, meetings with the guidance counselor, or informational meetings with teachers can be assisted and translated by the Parent Coordinator or ENL teacher. Families that speak lower incidence languages have the option of using the DOE's T/I Unit's over-the-phone service for interpretation needs. ELL parents are invited to attend an additional conference with the ENL teacher in January to discuss student goals and language acquisition progress. The Language Access Coordinator will ensure that parents that prefer languages other than English and Spanish have available to them over-the-phone interpretation services and parent-facing documents in their preferred language.

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.

Letters will be sent to the Translation and Interpretation Unit for languages other than Spanish at least two weeks before they are needed. Spanish documents are translated in-house. Parents will be contacted prior to PTA and teacher conferences for assistance in translation services by the Language Access Coordinator or Parent Coordinator. The Parent Coordinator and ENL teacher are often available to translate for Spanish-speaking families, though several teachers speak Spanish themselves and

therefore conduct their meetings in the family's preferred language (M. Niemes, J. Kaplan, K. Bello). We also have a French and Haitian Creole-speaking paraprofessional who assists with translating/interpreting in those languages.

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

The DoE Translation and Interpretation Unit assists with spoken interpretation needs. The Language Access Coordinator shares information about this service with the entire staff so that when a parent needs interpretation services everyone in the school knows that the T/I Unit can be called and they will assist.

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.)

This information is shared with staff each September during a Monday PD session. The ENL teacher/LAC informs other teachers of the availability of the over-the-phone interpretation service and provides staff with the phone number. He also describes the translation services for written communication. During the school year he is available to assist teachers in getting these translations. We have posters regarding Parents' Guide to Language Access and the Language Palm cards prominently placed in the building (e.g. security desk, main office, front entrance).

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Welcome Poster is positioned at the front entrance of our school along with the Language ID Guide. The Parents Guide to Language Access is available in the Parent Coordinator's office. The Parents' Bill of Rights is included in our Parent Handbook which is available and given to parents at Parent-Teacher Conferences and other events hosted by our Parent Coordinator. All notification documents can be found at the Translation and Interpretation Unit's intranet site.

Part F: Monitoring and Quality Control

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

The school repeatedly solicits feedback from parents every month during Open House Fridays. Additionally, parent surveys are given at Parent-Teacher Conferences about a variety of services the school offers. Both the ENL teacher and Parent Coordinator talk to parents before and after school as well as via the phone. Parents have the opportunity and are encouraged to speak up if they have any questions or concerns related to the quality and availability of services. In addition to the "School Environment Survey" parents this year will also answer survey questions about their translation and interpretation services.