



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

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

**01M345**

**School Name:**

**COLLABORATIVE ACADEMY OF SCIENCE, TECHNOLOGY, & LANGUAGE-ARTS  
EDUCATION**

**Principal:**

**ANTHONY CHIANESE**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Middle School School Number (DBN): 01M345  
Grades Served: 6, 7 & 8  
School Address: 220 Henry Street, New York, NY 10002  
Phone Number: 212-227-0762 Fax: 212-577-9785  
School Contact Person: Anthony G. Chianese Email Address: achiane@schools.nyc.gov  
Principal: Anthony G. Chianese  
UFT Chapter Leader: Richard Udewitz  
Parents' Association President: Elba Ortiz-Zayas  
SLT Chairperson: Justine Jones  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Janice Cruz  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 01 Superintendent: Daniella Phillips  
Superintendent's Office Address: 166 Essex Street, New York, NY 10001  
Superintendent's Email Address: DPhilli@schools.nyc.gov  
Phone Number: 212-353-2948 Fax: 718-796-8657

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, 8<sup>th</sup> Floor, NY, NY 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 212-356-3896 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)
Anthony G. Chianese	*Principal or Designee	
Richard Udewitz	*UFT Chapter Leader or Designee	
Rakia Powell	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Janice Cruz	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>	
Henry Street Settlement	CBO Representative/Kendell Monk	
Chris Gomez	Member/ Teacher	
Kathryn O’Connor	Member/ Teacher	
Justine Jones	Member/ Teacher	
Sandra Simpson	Member/ Parent	
Janice Cruz	Member/ Parent	
Teniqua Owens	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tiffany McKenney	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.

Collaborative Academy of Science, Technology, Arts and Language Arts Education Middle School (CASTLE) offers a personalized learning environment that ensures that all students are supported and are challenged academically, socially and emotionally.

CASTLE has a compliment of academic and enrichment courses, such as regents, high school prep. classes, ELA and math skills classes, foreign language, music, arts, history team, orchestra and sports. Our collaboration with Henry Street Settlement provides our community educational and enrichment offerings such as robotics, Spoken Word, Basketball, Football, Dance, Study Hall, tutoring, Video Production and Career Exploration. In addition, our students are charged with giving back to their communities through community service. We prepare our students for life after middle school and high school. Parents appreciate that we offer challenging academic programs that provide students with a well-rounded education. We believe that our students are best developed when supported by the collaborative efforts of educators, parents, community organizations and students.

CASTLE's school-wide goal throughout the years has been to continually build consistency in instruction across the school to support higher achievement. During the 2014-2015 school year, our main goal was to continue to improve our literacy in all content areas and math instructional practices with the strategic use of assessment data to effectively target students with special needs and English Language Learners. In order to enhance our practices, each year many of our goals have been built upon each other. In planning around our areas of need (math, academic rigor in all disciplines and better meeting the needs of our students), our instructional goals for 2015-2016 are:

- To strengthen our shared practices across all disciplines by using formative and summative assessments in all CCLS lessons and units to inform student understanding, to improve rigorous instruction, and teacher practices as evidenced by Danielson's Framework.
  - While reviewing our assessment data, it is clear that while our students are making progress relative to our peers, we need to close the achievement gap to proficiency as measured by the NYS ELA and Math exams. Accordingly, we adjusted our CEP goals to reflect our aspirations to get more students to proficient levels of performance.

We believe that by frequently analyzing student work, we have the opportunity to examine the impact of teaching on student progress, identify specific learning needs, and adjust instruction in response to those needs. To accomplish this goal, teacher teams will use a variety of data to design and refine instruction

### 01M345 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	131	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	31	# SETSS	N/A	# Integrated Collaborative Teaching
				5
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	9	# Drama
				N/A
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.1%	% Attendance Rate		90.7%
% Free Lunch	85.5%	% Reduced Lunch		4.2%
% Limited English Proficient	6.6%	% Students with Disabilities		33.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.4%	% Black or African American		30.1%
% Hispanic or Latino	50.6%	% Asian or Native Hawaiian/Pacific Islander		12.0%
% White	4.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.3	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	20.4%	Mathematics Performance at levels 3 & 4		14.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		69.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>3.5:</p> <p>1] Teachers did not meet consistently in content teams. Two teachers were on child care leave and two teachers had medical issues which affected overall teacher attendance. Their absence, combined with the need for present teachers to perform coverage duties challenged teacher teams’ ability to develop extended application of a comprehensive system for using formative and summative assessments. In addition, there was not a common digital platform that allowed teachers to share minutes and comment on the outcomes of meetings when teachers did meet. Teacher leaders, funded through the TIF program, did facilitate content team and interdisciplinary meeting.</p> <p>Each unit of study in each content area will include a written pre- and post- assessment to support teachers in determining impact on student learning. In addition to formative and summative assessment results, teachers can gauge student conceptual knowledge relative to their ability to explain in writing the connection between key concepts in each unit. The expectation is that teachers will design instruction to explicitly teach the key content-specific terms for each unit. The pre- and post- written assessment will be used to establish growth within and across units.</p> <p>2] Our mentor text for this school year is <i>Where Great Teaching Begins</i> by Reeves. We will use our Monday professional learning time to study the connection between standard, learning objective, task, and assessment. Last school year the</p>		

content teams focused on looking at student work and began to implement the initial structures to support student writing. We believe that previous practice in looking at student work can support our ability to discern the deeper alignment of standard-task-assessment.

We will implement best practices from this professional text and teachers will share out results during future professional learning time. This will support consistent practice for each teacher, and as a result, develop school-wide consistency in core features of lesson planning. For each teacher, each lesson will state the standard, the learning objective, the task, and the assessment.

3] Considering that students' constructed responses on both the ELA and Mathematics state exams had the greatest negative impact on performance, we will implement a school-wide focus on writing. CASTLE received an LDC grant (Literacy Design Collaborative) and will have access to a writing coach once per week. LDC provides a digital platform to track progress.

### **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, 100% of teachers will administer a minimum of four formative and summative assessments in all CCLS aligned units of study to determine how to adjust instruction to increase student learning. Consistency in connecting the standard, the learning objective, the task, and the assessment will ensure that each lesson assesses student learning regarding the common core learning standard being accessed. This will support a deeper and more rigorous application of teacher practices as evidenced by Danielson's Framework (1e, 3B, 3C) and the Depth of Knowledge Matrix.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All teachers will participate in a professional learning circle using the text <i>Where Great Teaching Begins</i> by Anne Reeves. This will serve as a mentor text since it offers explicit strategies to ensure that teachers are implementing high-cognitive tasks and appropriate assessments to determine student understanding and to determine how to adjust planning for future lessons.</p>	<p>All Teachers</p>	<p>Sept 2015 to June 2016.</p>	<p>Teachers, Administrators, TIF and TLP</p>

<p>We will begin using this mentor text in October. Teachers will have completed at least one unit of study in their content area. This will provide a baseline for each of them to reflect upon as learn and implement best practices.</p>			
<p>Each unit of study will include a pre- and post-assessment. In addition to daily exit slips and continual checks for understanding during each lesson, this will support teachers' ability to determine student growth within and across units. Consistent use of CCLS-aligned assessments will allow teachers better gauge student understanding in general and in subgroups such as lowest third, IEP, African-American males, and ELLs.</p>	All Teachers	Sept. - June	Teachers, Administrators, TIF and TLP
<p>Each content-team will meet at least two times per week. Our two PCT leaders will facilitate weekly interdisciplinary team meetings for the Math and Science teams and for the ELA and Social Studies teams. The IEP team will meet weekly. In addition, ICT co-teachers will participate in ELA and Math Content team meetings, as well as interdisciplinary meetings. Teachers will have multiple collaborative opportunities to look at student work, refine learning objectives, and develop formative and summative assessments in ways that best support adjusting lessons to meet student needs.</p>	All Teachers	Sept. - June	Teachers, Administrators, TIF and TLP
<p>Teachers will build DOK strategies w/RAFT (Resource</p>	All Teachers	Sept. - June	Teachers, Administrators, TIF and TLP

<p>Area For Teaching) on <a href="http://www.raft.net">www.raft.net</a> in all content areas.</p> <p>Book Study for affinity group 'Rigor in your Classroom: A toolkit for Teachers by Barbara R. Blackburn</p> <p>Looking at Student Work – Collaboratively Building Rigorous Expectations based on analysis of student work using such LASW protocols as the “Atlas” protocol. Content-team time is flexible and will facilitate opportunities to review student work with the expectation to adjust instruction accordingly.</p>			
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**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p><u>1.</u> Collection of first unit assessments by the end of the first marking period, and every six weeks thereafter, will indicate that all teachers are implementing CCLS-aligned formative and summative assessments.</p> <p>2. By February 2016, benchmark data from informal and formal observations will indicate all teachers continue to implement CCLS-aligned formative and summative assessments.</p> <p>3. Principal will monitor minutes from each content-team to ensure that teachers plan for and include formative and summative assessments in all CCLS lessons.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>We have helped our students through the support of the Grand Street Settlement’s CAPP program, which met with students once a week for about eight weeks over the winter to discuss bullying, peer pressure, and puberty. Grade teams hold Town Hall meetings with students to address issues that come up to help all students understand the context and how these issues depart from expectations. The 6<sup>th</sup> and 8<sup>th</sup> grades began holding weekly meetings separated by gender in order to give students a chance to discuss issues with their teachers. These supports were necessary due to the fact that our OORS data included Level 4 and Level 5 infractions from last school year. A few teachers have taken on the role of Mediator in addition to their regular teaching duties to help support issues that come up in our school. We have used Section Sheets to monitor classes and separate Conduct Sheets for particular students who need daily monitoring and communication home. Students with IEPs who are having social and emotional difficulties are routinely discussed in PPT meetings to help all staff members understand the patterns of behavior and share solutions. Self-contained classes have weekly Counseling in their class schedule, and many IEP students receive counseling as part of their IEP.</p>		

**Part 2 – Annual Goal**

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

By June 2016, we will improve students' social and emotional development through the implementation of weekly guidance assemblies, school-wide use of restorative practices, professional learning circles on strategies to mediate problematic behaviors, creation of a "Life Skills" rubric and resulting grade to be including in each quarterly report card, and Student Advisory Programs that will be facilitated through an Enrichment program at the last period of each school day. This improvement will be measured by the percentage of Level 4 and Level 5 infractions being less than 50% of the total number of infractions as measured by the OORS Incident Summary Report in June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Distribute information packets/surveys that detail academic and social-emotional expectations. Packet also includes a review of best practices regarding how families can</p>	<p>Staff Parent/Guardians</p>	<p>Late August 2015 through September 2015</p>	<p>Administrator Parent Coordinator</p>

best support student learning at home.			
<p>Professional learning time scheduled for teaching staff to read student IEPs. Focus on academic and social emotional supports indicated in the IEP document.</p> <p>A google doc to track critical features from each IEP students' Present Level of Performance page, which include strengths, challenges, and concerns regarding academic and social-emotional development, will be added to and maintained throughout the school year.</p>	Teaching Staff	September 2015 to June 2016	<p>Administrator</p> <p>Guidance Counselor</p> <p>Dean</p>
<p>Wednesdays, last period, will serve as Town Hall time. During Town Hall, our Guidance team will lead a variety of student-centered assemblies regarding self-management, personal growth, and practicing positive social language skills.</p>	Student	September 2015 to June 2016	<p>Guidance Team: Social Worker, SAPIS Counselor, and Dean</p> <p>Administrator</p>
<p>Creation of a Dean's position to support teachers and student by mediating behaviors that interfere with learning.</p> <p>Designation of Guidance Team to meet twice per week to discuss academic and social-emotional performance of all students.</p> <p>Guidance team will determine a "Life Skills" grade for each student that will be included in each quarterly report card. The rubric to determine the life skills' grade will include attendance and behavior</p>	<p>Students</p> <p>Students</p> <p>Parent/Guardian</p> <p>Staff</p> <p>Paraprofessionals</p> <p>Students</p> <p>Staff</p> <p>Dean</p> <p>Staff</p> <p>Students</p>	<p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p> <p>October 2015 through November 2015</p> <p>September 2015 to June 2016</p>	<p>Administrator</p> <p>Administrator</p> <p>Guidance Team</p> <p>Dean</p> <p>Paraprofessionals</p> <p>Guidance Team</p> <p>Administrator</p> <p>Administrator</p> <p>Guidance Team</p> <p>Administrator</p>

referrals. The Life Skills grade will be included in each progress report sent home to parents/guardians.

The school social worker will facilitate a dedicated “reflection period” for students to reflect on behaviors and choices resulting in negative impact on the student, others, and the school community.

ParaProfessional Book Club: The Dean will lead a professional literature book club with our paraprofessionals. This will occur during Monday’s professional learning time. They will read “Hanging In” by Benson, a series of case studies regarding high-needs students and strategies to support them. Paraprofessionals can develop more strategic ways to support all students. Reflecting on case studies will allow the Dean to offer teachers specific strategies to intervene positively with students. After each chapter, possible actions by administration, teachers, students, and families are outlined; offering multiple opportunities for extended application of best practices.

Restorative Practices PD offered by our Borough Support Team. The focus will be in structures and strategies to support positive school climate and team building.

Student Advisory Program will be initiated through the dedicated Town Hall period

and a dedicated weekly life skills period for each official class. These classes will be facilitated by the social worker and the SAPIS counselor.			
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**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Dean of students will be in regular contact with families and provide another contact for parents. The dean will maintain data on student’s social-emotional performance and assist in leading our weekly town halls. The dean will investigate and mediate issues between students to keep students focused on positive behavior and academic progress.

Weekly Town Hall meetings will be organized by our guidance team: social worker, SAPIS counselor, and dean, and save room teacher. Topics covered will include cyber bullying, tolerance, cultural sensitive, respect for all, and a variety of social emotional topics to support students social-emotional growth.

We have scheduled an Enrichment period last period on Monday, Tuesday, Thursday, and Friday. While the period will be used to support academic skills in the content areas, we also will use the period for school wide presentations regarding positive choices. Students will have opportunities to read text and view different media to support their social-emotional choices and their ability to make positive choices.

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

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	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.

1. By February 2016, the percentage of Level 4 and Level 5 infractions will be less than 50% of the total number of infractions as measured by the OORS Incident Summary Report.
2. A comparison of Life Skills grades from the first to second quarter will show an overall positive increase of 10%.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
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).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Teachers work in teams to create Curriculum Maps that include Units of Study, Essential Questions, Themes, and Assessments via shared Google Docs. Teachers then share their Unit Plans with Ms. De Los Santos-Pena. Unit Plans include multiple access points for students. Because of our high special education population, it would benefit us to have special education teachers work with every general education teacher to help identify the most effective entry points for all students with disabilities. Students in the Self-Contained classes have been leveled to allow for remediation to students who need Wilson and allow reinforcement of reading strategies to be delivered in an English Language Arts setting.</p> <p>During the 2014-2015 school year, teachers began working in Inquiry groups to help us to collaboratively study our own practices through a close study of focus groups’ student work. These Inquiry groups allow us to identify goals and create action plans around those goals. We identify trends of understandings and misunderstandings and discuss ways to change or adapt the plans. These Inquiry groups are a major part of our school PD and allow for PD to be tailored to student strengths and needs in a timely and relevant way. Within our Inquiry groups, we still need to have full participation from all teachers and communicate expectations and feedback in a clearer and more formal manner.</p> <p>We have provided a series of PDs around formative assessment early in the school year to help teachers realize and identify all the ways we can assess our students. Instructional Coaches then aided teachers in collecting the forms of formative assessment that we use as a community. The data from some of our assessments are available via Google Docs, such as our students’ Fountas and Pinnell Reading Levels, for other teachers and administrators to see. Our Unit and Lesson Plans identify the methods of assessment, both formative and summative (if applicable). We need to create</p>		

a more formal and streamlined way to communicate the data derived from our data sources to the students and other subject teachers.

**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, 100% of teachers will participate in weekly inquiry team meeting to analyze students data to increase performance by 10% on the constructed response sections of the NY State ELA and Math exams.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Content-teams will collaboratively use looking at student work protocols to determine areas of student</p>	<p>All student subgroups. Teachers.</p>	<p>September 2015 to June 2016</p>	<p>Administrator TIF Teachers</p>

<p>strength and challenge. Content-teams will begin the process using students constructed response answers from both the NY State ELA and Math exams to discern areas of need as it relates to students' ability to express concepts and skills in writing.</p>			<p>Content teams</p>
<p>TIF teachers will facilitate weekly interdisciplinary lesson planning meetings with ELA/Social Studies and Math/Science. Each department will determine and make explicit the content connections across subjects.</p>	<p>All student subgroups.</p>	<p>September 2015 to June 2016</p>	<p>Administrator TIF Teachers Teachers</p>
<p>The negative impact of students' written responses on the constructed response portion of both the ELA and Math state exams, and students' overall performance scores, our Inquiry Team will focus on student writing.</p> <p>We have received an LDC grant, Literacy Design Collaborative, to implement a school wide writing program with benchmark indicators and a tracking system for particular CCLS standard strands, especially, W2 and W9. The LDC Writing program will initially be implemented in collaboration with our Science team with support of our TIF teachers, as well as an LDC coach. The coach will visit once per week and participate in an online meeting once per week. Our TIF teachers will turnkey the process to our other academic teams.</p>	<p>All Staff Students Teachers Students Parents</p>	<p>September 2015 to June 2016  September 2015 to June 2016  Septmeber 2015 to June 2016</p>	<p>Teachers TIF Teachers Administrators TIF Teachers LDC Coach Administrator Teachers</p>

<p>As our school will use google docs to facilitate more immediate feedback from teachers to students and families, students' written tasks will be available for viewing online. Families will have opportunities to view their student's performance on a daily basis.</p> <p>To measure impact on learning , through students' written responses, each unit in each content area will include a written pre- and post- assessment. A school-wide writing rubric will be used to score student responses. The focus of assessment and planning will be:</p> <p>ELA: R1 and R3, Claim and Evidence</p> <p>Math: RP 1, RP3 and EE6 and EE7: Proportional Reasoning and Evaluating Equations.</p> <p>Math teachers also will track students' written responses regarding the "Math Reflection" section that accompanies each CMP3 lesson.</p>			
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Peer Collobarative Teachers will facilitate interdisciplinary team meetings: ELA/Social Studies and Math/Science. In addition they observe teachers teach and they offer their classroom as a lab site for other teachers. They assist administration in organizing school wide professional development.</p> <p>Teachers have at least three periods per week of Common Planning Time, which includes content teams and interdisciplinary teams.</p> <p>Literacy Design Collaborative is a grant-funded program that supports writing across the content areas.</p>
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Schedule adjustment to allow for extra professional development period.

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

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
X	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.

For each content unit, each student will have completed a written pre- and post- assessment that will be scored with an established, school-wide rubric. Each teacher is required to maintain a portfolio system for these type of assessments, as well as all summative assessments.

Review of content-team minutes will indicate planned instructional adjustments based on the results of looking at work protocols.

By December 2015, each teacher will share one example of how s/he adjusted planning based on results of looking at student work protocols.

**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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>The school's HEDI for 2014-2015 is reflective the previous administration. In the transition of leadership, although I have gained an understanding of the school's past performance, what is needed for my growth and development is leadership and coaching support services, as well as operational support. A strength in regard to this part of the framework is to improve and pedagogy and lesson delivery, which in turn will improve student achievement. MOTP DATA</p>		

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, school leaders will create and implement a professional development plan that builds teachers' capacity to design coherent instruction and assess student learning so as to make strategic adjustments to planning to support student academic growth. An key aspect of lesson design is to use differentiated questioning and discussion techniques for all students including ELLs an SWD, resulting in a 40% increase in teachers improving one performance level reflected in component 3b Questioning and Discussion Techniques in Advance.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Create Professional Plan and Share Plan with Staff</p>	<p>All Staff</p>	<p>September</p>	<p>Administrator</p>
<p>Practice effective team protocols regarding close reads of professional text. Staff will read professional literature regarding various aspects of instruction related to the Danielson Framework for Teaching such as Classroom Environment. Staff will use such protocols as the Text Rendering protocol to engage in collaborative discussion to decide on best practices to implement in</p>	<p>C</p>		

<p>their classrooms. This also will serve as practice for teams to set take minutes and capture the essence of their conversations. The conversations, action items, and results of adjustments to practice will be archived in team minutes.</p>			
<p>Professional Learning: PLC will focus around formative and summative assessments providing actionable feedback to students, using rubrics to provide specific feedback to students regarding their work. All staff will participate in a structured book study: <u>Where Great Teaching Begins</u> by Anne Reeves. This text highlights the connection between 1e (designing coherent instruction) and 3d (using assessment in instruction).</p> <p>Paraprofessionals will read <u>Hanging In</u> by Jeffrey Benson. This book offers case studies of difficult students and strategies to mitigate the challenges by offering strategies to support their social-emotional development.</p>	<p>All teachers, paraprofessionals</p>	<p>Oct. - June</p>	<p>Administrator, Coaches/ TIF and TLP</p>
<p>In addition to our Monday professional learning time, differentiated professional development will occur the last period each Wednesday. While the guidance team is in Town Hall with students, classroom teachers will meet for focused study/implementation of key Danielson components, 3b being one.</p>	<p>All content area teachers</p>		

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Peer Collobarative Teachers will facilitate interdisciplinary team meetings: ELA/Social Studies and Math/Science. In addition they observe teachers teach and they offer their classroom as a lab site for other teachers. They assist administration in organizing school wide professional development.

Teachers have at least three periods per week of Common Planning Time, which includes content teams and interdisciplinary teams.

Literacy Design Collaborative is a grant-funded program that supports writing across the content areas. Schedule adjustment to allow for extra professional development period.

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

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	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.

1. By February 2016, teachers will have participated in a full and half day planning session.
2. By February 2016, teachers will incorporate UDL and ELL strategies into their units/lesson plans.
3. By February 2016- at least 2 observations noted in Advance will show improvement in teacher practice.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Our school communicated important school information through School Messenger, letters home, and emails. We arranged a variety of parent workshops regarding such topics as cyberbullying, preparing students for the NY State ELA and Math exams, and understanding promotional standards. Engrade was used to communicate student performance through quarterly progress reports. Our parent coordinator sent out a calendar of important dates and events that included information on parent-teacher conferences, open school night, half days and days off, and the state testing calendar. A monthly calendar was sent to families via email and back packed home. The calendars indicated a number of important school events such as monthly PTA and SLT meetings, Curriculum Night, and special events like our Holiday Concert and Pi Night.</p> <p>While we had taken many opportunities to inform parents of important school information, our 2014-2015 Learning Environment Survey indicates that 62% of parents have never volunteered to support the school; and, 20% of parents have only volunteered once. In addition, 31% to 39% of parents answered “I don’t know” when asked to respond to several items regarding the role of the School Leadership Team.</p>		

**Part 2 – Annual Goal**

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

By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 10% increase in parents who have volunteered at least once at the school; and, a 10% increase in the number of parents who agree that they know the School Leadership Team assesses how the school's educational programs affect student achievement. We believe that if we can in

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administration will create a google domain, @castle345.net, for staff, students, and the PTA president. Families, by monitoring student accounts, will have continual access to student work and can review assessment data</p>	<p>Parent/Guardian  Students</p>	<p>September 2015 to June 2016</p>	<p>Administrator  Parent Coordinator, Teachers,  SLT, PTA</p>

<p>and other indicators of student growth.</p> <p>All parents/guardians will receive the @castle345.net emails of all staff to facilitate timely communication between families and staff.</p> <p>Quarterly progress reports will include the standard being studied, areas of student growth, a performance plan, and student's level of mastery toward a standard.</p>			
<p>Space will be set aside within a suite of offices in the school for a PTA/Family Life office. This office will be adjacent to the Parent Coordinator's office, and the Henry Street Settlement After School office. This will allow PTA leadership and families to have direct contact with key student and family supports within the school community. The PTA/Family Life Office will serve as a base for parent volunteers.</p>	<p>Parent/Guardian</p>	<p>September 2015 to June 2016</p>	<p>Henry Street Settlement, Parent Coordinator, Administration, SLT, PTA</p>
<p>GradeKeeper, a digital grading system/archive, will be used to track student academic growth. In conjunction with our google domain, parents and families will have access to consistent, real time indicators of student learning.</p> <p>Quarterly Learning Walk – A collaborative instructional walkthrough to inform and familiarize families with classroom practices, student work, projects and supports.</p>	<p>Parent/Guardian</p> <p>Student</p> <p>Parent/Guardian</p>	<p>October 2015 to June 2016</p> <p>October 2015 December 2015</p> <p>February 2016</p> <p>May 2016</p>	<p>Administration</p> <p>Teachers</p> <p>Parent Coordinator, Teachers, Administration, SLT and PTA</p>

At our SLT meetings, parents will be informed of the type of planning adjustments that are being made by teachers to improve student learning			
<p>Parent Monthly Workshop – Topics to include:</p> <ul style="list-style-type: none"> <li>• Help your child select a high school</li> <li>• Making the Transition to High School</li> <li>• Support your child through Early Adolescence</li> <li>• Study skills and Acquisition</li> <li>• Support and foster self-esteem in your child</li> <li>• Positive Communication with your Adolescent</li> <li>• Parenting in the 21<sup>st</sup> Century – Internet, Texting, Social Networking</li> <li>• Bullying &amp; Cyberbullying</li> <li>• Gang prevention</li> </ul> <p>Will take place on the day of the PTA meeting.</p>	<p>Parent/Guardian</p> <p>Students</p>	<p>October 2015 to June 2016</p>	<p>Parent Coordinator, Teachers, Administration, SLT and PTA, Henry Street Settlement, Guidance Counselor</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Staff members on the SLT will communicate how our instructional plan is designed to increase student learning. We will communicate to parents the reasoning that supports our instructional decisions.</p> <p>SONYC after school program will provide parent workshops on cyber bullying and study skills.</p> <p>Our parent coordinator will maintain and expand systems with which to communicate with families.</p> <p>Our social worker and SAPIS counselor will inform parents of health services available to students and their families.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>1. By February 2016, at least two collaborative instructional walkthrough have been conducted by the Principal with the parents.</p>
<p>2. By February 2016, partnership with local CBOs Henry Street Settlement and/or Grand Street Settlement will have resulted in at least 3 workshops delivered to parents. Workshops will include where to locate additional health services, cyberbullying and social media responsibility, and preparation for the NY State exams.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**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.)
<b>English Language Arts (ELA)</b>	-2015 NYS ELA Exam  -Student Perf. on Baselines  -Summative Assessments  -Teacher Observations	ELA Clinics  CASTLE Enrichment (AIS) Periods  Preparation of students across curriculum area to prepare them for tests and curriculum coursework  Testing skills/strategies/format for all city and state tests  Wilson Reading Program	Differentiated groups  Small Group  Tutoring/Whole Class  Small Group Instruction  One-to-one, tutoring, small groups, guided groups, whole class  Small Group Instruction	During the day  During the day  During the day and after school  During the day  During the day and after school  During the day
<b>Mathematics</b>	2015 NYS Math Exam  -Student Perf. on Baselines  -Summative Assessments  -Teacher Observations	Math Clinics  CASTLE Enrichment (AIS) Periods  Preparation of students across curriculum area to ready them for tests and curriculum coursework  Math Exemplars  Testing skills/strategies /format for all city and state tests  Khan Academy	Differentiated groups  Small Group  Tutoring/Whole Class  Guided Groups  One-to-one, tutoring, small groups, guided groups, whole class  Small Group	During the day  During the day  During the day and after school  During the day  During the day and after school  During the day

<b>Science</b>	Teacher Observations; Baseline Assessments, On-going assessments	Enrichment Class  Preparation of students across curriculum area to prepare them for tests and curriculum coursework  Science Lab (grades 8) to prepare students for the Science state test and Regents  Exit Project additional help	Small Group Instruction  Tutoring/Whole Class  Differentiated Groups  Tutoring	During school day  During day and after school  During school day and after School  During school day and after school
<b>Social Studies</b>	Teacher Observations; Baseline Assessments, On-going assessments	Enrichment Class  Preparation of students across curriculum area to prepare them for tests and curriculum coursework  Exit Project extra help	Small Group Instruction  Tutoring/Whole Class  Tutoring	During school day  During day and after school  During Day and after school
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher and Parent Referral, related service provider, observations, student work and classroom behavior	Individual and group therapy; psychological services; consultation to parents; crisis intervention; referrals to outside agencies, assessment of students' social behavioral, and academic functioning	Small Group and 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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><b>Recruitment</b></p> <p>School leaders enter vacancies on the New Teacher Finder, and attend job fairs to recruit qualifying candidates.</p> <p>The personnel committee for recruitment and hiring purposes is formed. The responsibilities of this committee are: to screen applications and resumes, interview qualified candidates, observe demonstration lessons and provide feedback to candidates. The final decision on hiring is collaborative .</p> <p><b>Retention / Assignments</b></p> <p>School Leaders assign payroll secretary to ensure that all teachers meet documentation requirements that are kept on file. Payroll secretary works closely with the Network's Director of Human Resources to ensure that all teachers meet all documentation and assessment deadlines. School leaders regularly check in with teachers to assess their teaching environment, continued passion on working with students and social emotional needs. Depending on the content areas, teachers usually receive assignments within the same grade level.</p> <p><b>Support</b></p> <p>School has a structure with different components to support new(er) teachers:</p> <ol style="list-style-type: none"> <li>1. Mentors are assigned to support new teachers</li> <li>2. As members of a department, teachers receive colleague support for curriculum planning, lesson modeling, assessment and using student data to inform instruction.</li> <li>3. Teams collaboratively plan curriculum and units of study on weekly basis.</li> <li>4. Through the Teacher Incentive Fund (TIF) partnership, teachers are supported by two Peer Instructional Coaches who also serve as Demonstration Teachers for our teaching staff. Our two PIC teachers are supported by a TIF Coach.</li> <li>5. Guidance counselors, grade teams and content teams provide social and emotional support to all teachers.</li> </ol>

Professional learning such as workshops, after school small group learning is tailored for different teachers. For example, members of the guidance team and our teaching staff will provide professional development on alternative social-emotional supports such as restorative circles. Restorative circles offer staff and students a forum to discuss and agree upon positive next steps regarding social-emotional and academic performance.

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

Ongoing Professional Development –

1. Professional Development takes place within the school. During Professional Development days, faculty conferences, and at times over the weekend there are seminars provided to the teachers by their peers and by the administration. The Professional Development sessions include: Teaching and Learning Practices, Understanding and Implementing new initiatives in the department of education, Understanding and planning for student needs, assessment and cognitive development in adolescents.
2. Teachers will attend professional development sponsored by the MFSC. Sessions include UDL and Math 6-12: Supporting Diverse Learners. Our TIF teachers and our math and science teams will attend “Writing Across the Content Areas” professional development sponsored by Literacy Design Collaborative.
3. Professional Development is provided by outside organizations – Through research, network recommendation, and teacher recommendations, the administration provides the teachers, para professionals, and other staff members the opportunity to attend professional development outside of the school.

The focus of the professional development opportunities are: Teacher Development (Danielson), Designing Coherent Instruction, Citywide Instructional Expectations, Performance Tasks, Instructional Shifts to Common core Standards, Assessment, and Curriculum Development.

4. Due to creative programming, the school’s schedule allows for multiple opportunities for teachers to improve on their teaching in order to help the students meet the CCSS. Each content area department meets once twice per week to provide feedback on best practices, work on curriculum, and analyze student work. In addition to content meetings, grade teams also meet once a week. Within these meetings the teachers discuss best practices, identify red flag situations, contact parents, and plan student events. In addition to the two prior mentioned meetings, within the program there is allotted time for the ELA and Math teachers to meet with ICT counterparts for common planning. Peer Collaborative teachers facilitate intervisitation among staff as needed.

5. Frequent Observations and Feedback – With the introduction of Advance, as well as continuing practices that began while CASTLE participated in the Teacher Effectiveness Pilot, teachers have been receiving frequent observations that lead to feedback based on the Danielson Rubric. With teacher goals discussed in the beginning of the year, there is a focus to the observations making it a priority to work on areas the teachers identified themselves as being in need of improvement.

6. Support of a Mentor (TIF: Teacher Incentive Fund and TIF coach. After applying and being accepted into the TIF program, our school now has two peer collaborative teachers whose goals include improving the teaching techniques

demonstrated by other teachers. Our TIF teachers meet on a weekly basis with teachers in all content areas to do observations and provide feedback. Best practices are discussed between the teachers, a continuing observation schedule is created, and the information is tracked and shared with the administration.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

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

Not Applicable

#### **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.

Prior to the first day of school the teachers and administration meet in department area teams to discuss the multiple assessment measures. Included in the meeting is a copy of each teacher's curriculum map that includes the assessments the students are going to be taking throughout the year. Also discussed is the city and state wide measures that the students will have to take, as well as the assessments the committee decided upon when deciding what the Measure of Student Learning was going to be for each grade and department (Example; Fountas and Pinnell, Social Studies Performance Task, etc). Lastly, at the meeting the teachers and administration go over each department's baseline assessment.

The practice of using data to drive instruction is a continual practice at CASTLE Middle School. We track student progress through many different methods including our unit pre- and post- written assessment for each unit in each content area, individual student portfolios, our online progress reports, within grade team department meetings, and through ongoing teacher observations. For each method mentioned the teachers have received professional development in regards to how to use the information created to further drive their instruction.

With the data from the baseline assessments, students are broken up into different extended day and AIS groups where specific skills and content are focused on in order allow each student to excel. In addition, the data from the

baselines provide the teachers with vital information that they'll need to know for lesson planning such as the students reading level (Fountas and Pinnell) and the student's skills in math (Woodcock-Johnson). Teachers received PD in how to give the assessment as well as how to use the assessment to improve instruction. With the online gradebook, the teachers are able to track trends within each class as well as analyze which standards the students show less than proficiency in. Last school year, a representative from the online grading program came and provided the teachers with a PD on how to use the gradebook, as well as teaching strategies with what to do once a teacher has the data. Lastly, with each observation of the teacher, the administration is able to see the formal and informal assessments, which they later discuss with the teacher during the debrief. The post observation discussion is very similar to PD in that it provides the teacher with advice and strategy about how to use that information to improve their future lessons.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	80,529	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	910,033	X	

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

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual

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

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

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

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

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

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

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

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

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**Parent Involvement Policy (PIP)**

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. **CASTLE/MS 345**, 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. **CASTLE** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

**CASTLE/MS 345** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>345</b>
School Name <b>CASTLE Middel School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Anthony G. Chianese</b>	Assistant Principal <b>n/a</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>Aaron Green</b>
Teacher/Subject Area <b>Gus Marcellus/Music</b>	Parent <b>Rakia Powell</b>
Teacher/Subject Area <b>Christina Colon/Spanish</b>	Parent Coordinator <b>Kaira Ramos</b>
Related-Service Provider <b>Judy Gruen</b>	Borough Field Support Center Staff Member <b>Maria Broughton</b>
Superintendent <b>Daniella Phillips</b>	Other (Name and Title) <b>n/a</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>103</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	9	<b>Newcomers</b> (ELLs receiving service 0-3 years)	4	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	4			3		1	2		1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**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							2	2	2					0
Chinese							1	1						0
Russian														0
Bengali														0
Urdu														0
Arabic									1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

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

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

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

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

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

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

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

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

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

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

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

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

Our school uses Fountas & Pinnell to assess our students' reading level. This year, students are being leveled on non-fiction texts. According to our first round of assessments, 8 of 9 of our ELL students who were tested are at least 3 years below reading grade level. 7 of our 9 ELLs took the state exams in ELA and Math in 2014-2015. 6 out of 7 scored Level 1 in ELA and 6 out of 7 scored Level 1 in Math. Our grading policy is aligned to the state's Level 1 through Level 4 scoring system. 8 out of 9 of our ELLs received grades for the first marking period. 6 out of 8 had an ELA grade that fell within Level 1 performance, 2 students' ELA grade fell within Level 2. In Math, 5 out of 8 students' grades fell within Level 1; 2 fell within Level 2; and, 1 fell within level 4. State exam data is line with first marking period grades. However, 6 out of 7 students who were administered the 2014-2015 NYSESLAT exam scored at the Advanced level. The state exam does not include Speaking and Listening components. The state exam data indicates that students' scores in general, and ELLs in particular, were negatively impacted by the results of their constructed response answers. As part of our freestanding ENL program, we have added emphasis on writing, creating a school wide writing pre- and post- assessment for each unit in each content area. We believe that the added practice and focus on writing will support our ELLs ability to read at higher grade levels and to increase their performance on state exams. To further support development of reading scores, we have included an Enrichment period each day. The Enrichment period is time dedicated to independent reading and math skills intervention. Our ELL students gain an additional 2 hours per week of independent reading and an additional 2 hours of math support each week.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

Our ELL students score higher on the NYSESLAT, 6 out of 7 scoring at the Advanced Level, than on the state ELA exam, 6 out of 7 scoring within a Level 1. Comparing written post-assessment results to students' written pre-assessment results in the first for all content areas, indicates that our ELL students and our non-ELL students showed growth. 8 out of 8 ELL students went up at least one level in their written post-assessment compared to their pre-assessment score. Each unit written assessment focuses on key content-specific terms and key conceptual understandings that students are expected to use appropriately in their responses. Growth on these written assessments indicates development in ELL students' ability to write more complex sentences and to organize their thoughts more strategically, two skills that will support higher achievement on the NYSESLAT and the ELA and Math state exams.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- ELL students' baseline reading levels have been determined. Our goal is to that each ELL student raise their reading level by at least one grade level the next round of testing which will be in March 2016. The rubric used to score their written unit pre- and post-assessments is the same for all contents. In addition, we are adding new features for each successive unit. For example, criteria for "Thesis Statement" was added to the rubric for the second unit. This will support students' ability to organize their thoughts and created a guide to expressing their response. All teachers lead students in class discussion in which students are required to use content-specific vocabulary. Students speak, listen, and write using these terms. In addition, these terms are posted to provide visual support. Discussion techniques such as turn & talk and group presentations are accessed to support ELL students' ability to practice their Basic Interpersonal Conversation Skills (BICS) as well as their Cognitive Academic Language Proficiency Skills (CALPS).
4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- The majority of our ELLs scored at the Advanced level. Many of their language needs are similar to other students who require additional language support. Our written assessments support observations from our reading assessments that our ELLs need to work on making inferences and using text-based evidence in supporting those inferences. In general, they need exposure to print-rich classrooms. Classrooms also are designed to include process charts, exemplars, and student-friendly versions of all rubrics. All ELL students have access to bilingual glossaries and dictionaries. In addition, students may read independent reading books, fiction and nonfiction, in their home language. All of our students, particularly our ELLs, need greater opportunities for discussion. Discussion supports their ability to organize their thoughts and determine relevant from irrelevant information. Our program includes an extra period of teacher professional development which focuses on lesson study to ensure that each teacher is including significant and meaningful opportunities for student-to-student conversation to support students' ability to improve their writing and reading skills.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
- Taking into consideration what level an ELL is their second language is taken into consideration by informing classroom and content area teachers of each student's second language development stage and giving them strategies which helps them modify their instruction to encourage students' progression to the next level. When ELL students show increased reading proficiency, as indicated by our school wide Fountas & Pinnell assessments, teachers can increase independent work expectations. Teachers incorporate more "checking for understanding" strategies with our ELL students to ensure that they have as much access to the content as possible. The use of modeling, visual aids, pre-teaching of vocabulary, glossaries, and making connections between content areas are some of the strategies used.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- We have baseline reading level data that we will measure again in March 2016. Each unit of study in each content area requires students to take a written pre- and post- assessment. The rubric is normed for all content areas. We will determine the rate of improvement for each of our ELLs. Three key features of this rubric are understanding and appropriate use of content-specific terms, the ability to connect key conceptual understandings, and the improvement in the use of writing conventions. Since all of our tasks are aligned to CCLS and are grading policy is aligned to the state's, we will use marking period grades to determine the increase in proficiency for our ELL students.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At registration pupil accounting secretary, Ms. Varcarcel, informs the principal, Mr. Chianese, that a student who is newly admit to NYC school is registering. Our school does not have an ENL teacher. Our Spanish teacher, Christina Colon, is an F status teacher who also works for another school in the building. If her schedules allows she will assist with the identification process. The principal and the parent coordinator, Kaira Ramos, meet with the parent and/or guardian to fill out the Home Language Identification Survey (HLIS) and conduct an informal interview of the parent and student in English and in the parent's/student's home language. Ms Ramos is fluent in Spanish. If the famly speaks Mandarin or Catonese, Ms. Lai, the secretary in the school psychologist office, assists. If there is a need for a translator for any other language, the school provides one. Usually, the school will use a staff member that speaks the parents' language if there is one available, otherwise the NYCDOE Translation and Interpretation Unit is contacted for assistance with translation. The principal reviews the information provided in the HLIS and the information gathered during the informal interview to determine if the child is eligible to take the NYSITELL. If so, the NYSITELL is administered the Spanish teacher, Ms. Colon, to those students who were deemed eligible for the test within 10 days of enrollment . Ms. Colon also administered the Spanish Lab-R and our office staff scans the results into ATS.

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).

We use any school records that are available from the child's previous school in their home country or during their time in the U.S. Review of those school records may indicate gaps in the child's schooling. We normally use the Woodcock Johnson III test to determine Math grade level and Fountas & Pinnell to determine the reading grade level. As part of our SIFE questionnaire, we determine if the student has missed extended amounts of schooling in their home country. In addition, we have students produce a brief writing response in English and the their home language. The prompts include having the student write about their friends or their family. If the student shows low or no literacy skills in their native language, that is one indicator that the student may be SIFE. We review the work of newly admitted students over the course of the school year, but especially during their first 30 days of enrolling in our school. We try to determine if the student is two or more years below grade level expectations in Reading and Math, another indicator that the student may be SIFE.

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).

The members of the Language Proficiency Team are Anthony G. Chianese, principal; Kaira Ramos, parent coordinator; Christina Colon, Spanish teacher; and, Cathy Valcarcel, our Pupil Accounting secretary. We follow all four steps of the ELL identification process, depending on whether the student is new to the country, has never attended a New York City or New York State public school, or is coming from another school outside of New York City or New York State. If the student is from another NYC/NYS public school we request her/his NYSITELL/NYSESLAT scores. If we cannot obtain these documents through a request, we can access the documents through ATS once the child is officially enrolled at our school. If the student is re-enrolling in a NYC/NYS public school, and had been enrolled in a school outside of NYC for less than two years, these students are not put through the ELL identification process, but rather are allowed to continue in the ELL status in effect at the time of discharge from the NYC and/or NYS public schools. Students who are reentering after having been enrolled in a school outside of NYS public schools for 2 or more years must complete the entire ELL Identification Process outlined in this document by beginning with the determination of the home language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our parent coordinator generates a letter the parent which indicates entitlement or non-entitlement. This is mailed the same day scores are determined. The letter is backpacked home. In addition, the parent is contacted via phone, text, or email with the results and told to expect the letter from the school.

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).

A member of the Language Proficiency Team reviews the "Entitlement Letter" with the parent/guardian. It is explained in the parent/guardian's home language the next steps to take if they want to appeal the findings.

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.

Once it's determined that the student is eligible for ELL services (as per the results of the NYSITELL), an entitlement letter is sent home. This letter informs the parent that based on the NYSITELL results (proficiency level is indicated) their child has been identified as an English Language Learner and he/she is entitled to receive ENL services. Using this letter, the parent is invited to a parent orientation to explain the three programs NYCDOE provides for ELLs. The parent orientation is conducted by the Spanish teacher, Ms. Colon, and the parent coordinator, Ms. Ramos. At this orientation parents watched a video provided by the NYDOE which explains the three programs available to them. Parents are provided with a brochure and are given the opportunity to ask questions. Once parents have a full understanding of the programs available to them, the parent survey and program selection form is given to them

to fill out. The letter is mailed and sent home with the student, asking parents to respond by a set date. If parent does not respond by the set date, the parent coordinator calls the parents to remind them of the orientation. The parent is reminded that if they do not respond the default placement is a bilingual program. If the school is still unable to contact the parent then a family worker or other personnel is used to visit the parent's home. If a parent is unable to attend the schedule meeting, arrangements are made to accommodate parents' schedule. This orientation takes place within 10 days of enrollment.

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 and program selection forms are distributed and explained during registration. During the ENL parent orientation meeting, held the first week of school, parents are given a brochure and informed of the three programs offered by the NYCDOE. Brochures and other written information are provided in the parent's native language. All forms are collected by the conclusion of the parent orientation. Parents that don't return forms receive daily phone calls until forms are returned. Once forms are collected, the ENL teacher files and secures them in a locked file cabinet. The original forms are placed in the student's permanent record file. Once it's determined that the student is eligible for ESL services, an entitlement letter is sent home.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our parent coordinator and pupil accounting secretary maintain a log of all meetings, contact dates/times, and sent/returned correspondence. Both staff members contact parents within mandated time frames to ensure compliance. A copy of all records are kept in the student's cumulative folder.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The parent coordinator informs the principal and the LPT members, via email, that the placement parent notification letters have been distributed. A copy of the letter also is placed in the student's cumulative file in the main office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Each student has a cumulative file which is maintained in the main office. Members of the Language Proficiency Team are responsible for maintaining and updating records. The list of requirements is pasted on the inside of the file and each requirement is checked to ensure compliance within a timely manner.
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 RLAT and the RELC ATS reports are used to identify eligible students. The proper grade level NYSESLAT materials are ordered during the ordering period (extra are ordered since ELL students may arrive at any point during the school year). Ms. Colon and the principal create a schedule to ensure all ELLs are tested in all four parts of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Each student has a cumulative file which is maintained in the main office. Members of the Language Proficiency Team are responsible for maintaining and updating records. The list of requirements is pasted on the inside of the file and each requirement is checked to ensure compliance within a timely manner.
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).  
Historically, (over the last 4 years) 100% of our ELL families have opted to remain at our school within our ESL pullout program. Program Selection Forms, when received are reviewed to make sure we are the program of choice. Completed Program Selection Forms, collected over the past 5 years show that the ESL pullout program we provide continues to be the preferred program. We have received no requests for alternate program models. When the circumstance should arise, the initial step would be to assist families by reaching out to our Manhattan Borough Field Support Office and to the placement office for our district (01) to find sites that align with parent choice. We would also contact the Office of English Language Learners to provide and confirm appropriate schools. The school will continue to keep a running record of the parents' program selection and will use that information to plan for the following school year.

## 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.

Our ELL instruction is delivered in a comprehensive, integrated, and holistic manner. The organizational model we have in place is a Freestanding ESL program with Pull-Out classes for any new-to-the-country ELLs. Other language acquisition strategies are based within our regular classes. ELL students get an additional four periods of ELA support each week during our Enrichment program. 6 of ELLs are Advanced and two are Intermediate. These 8 students require 180 minutes of ENL services. The 4 Enrichment periods total over 200 minutes of ELA support, in addition to 5 scheduled periods of ELA per week. Our ELLs are in monolingual classes that travel together as a group. One instructional approach used to make content comprehensible and enrich language development is Content-Based ENL, where the content and academic rigor is the same as for native speakers but there are many scaffolding tasks that take place in order for the student to truly comprehend the text. Another is a grammar-focused method where the text is introduced but there is more of a focus on grammatical structures and syntax.
  - b. TBE program. *If applicable.*

Paste response to questions here:
  - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our one Beginner ELLs requires 360 minutes of service per week. He participates in an ESL class 5 periods per week (260 minutes) in another school in our campus. He receives over 200 minutes more of service in our Enrichment program. Our other 8 ELLs require 180 minutes of service. These students have over 200 minutes of ELA support in our Enrichment program, in addition to 5 regular periods of ELA instruction.
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.

Differentiation for ELL students happens in a number of ways. To begin, those that fit in the subgroup of Special Education ELL students receive further assistance and differentiated lessons by the CTT teacher that is already present in their class. Along with that, all ENL instruction is delivered by using different instructional approaches such as The Natural Approach, Total Physical Response, Total Physical Response Storytelling, Language Experience Approach and the Whole Language Instruction. These different approaches and methods help students understand and learn concepts via unique experiences.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our ELLs are Spanish-Speaking and Chinese-Speaking. We evaluate their reading progress by using both English-language fiction and nonfiction text and the student's home language regarding fiction and nonfiction text. The same is true for Math assessments. Students are provided benchmark assessments in English, as well as in their home languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As part of our general instructional foci, teachers are expected to embed opportunities for speaking, listening, reading, and writing in the unit and lesson plans. All of our lessons are aligned to standards which supports our ability to inform parents the type and how much growth their child is making. There is a school wide writing focus. All students complete written assessments in each unit of student. Discussion-based formative assessments are provided in each content-area. Group work and sharing out of work allow students to practice their speaking skills. Students also interpret graphs, charts, and photos as part of their regular class work and these type of activities are included in formative and summative assessments as well.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
  - a. Although we currently do not have any SIFE students, our instructional plan for SIFE students is to get a holistic perspective on the students. After checking if there is any exam history, we would provide the student with an age-appropriate class and provide the ESL services and academic interventions necessary for the student to begin to progress. The parents, as well as the LAP team, work together to assure that the student is receiving all the support necessary to succeed. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum.
  - b. Our instructional plan for Newcomers takes place after the parents have completed the Home Language Identification

Survey (HLIS). We then determine which program the student will be placed in based on parent option. Students will then be grouped based on academic and language proficiency level. We currently offer Freestanding ESL pull-out classes. We have recently started a language lab where ELLs can hear recordings of text and can then answer questions based on what they have heard. Other instructional materials include content area texts. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. Native language support is delivered through the study of vocabulary and sentence structure. Although we do not have a bilingual or dual language program, native language support is important to help students make associations between their home language and English.

c. In freestanding ESL, a Beginner student is serviced with more individualized attention to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. We have specific materials that will support the students' academic needs, utilizing realia, jazz chants, songs, visuals, picture dictionaries and support in their native language to make connections between their home language and English.

d. We currently have 2 long term ELLs. These students need support and are deficient in the writing modality on the NYSESLAT and ELA (for those who have taken it). We use Visions program, an ESL curriculum for upper grades to support content area and writing in all content areas. Our ELA teachers support long-term ELLs in the Balanced Literacy Reading and Writing program. The teacher also offers individualized support during independent practice. While ELA teachers support the Balanced Literacy block, they also integrate dictionary skill-building, conventions of writing through real-life experiences, group and independent research and other higher-order thinking activities.

e. The instructional materials used are National Geographic Reading Expeditions, where the text is geared toward all proficiency levels. We also use online resources such as Newsela (News ELA) which offers nonfiction articles on a variety of topics. The reading level for any article can be adjusted to fit the needs of the student. Also Great Leaps Reading is implemented for our Beginner students to aid with sight words, phonics and gathering information from text. All students are in guided reading groups. ELA teachers meet with guided reading groups or confer individually. Guided reading groups and conferring allows for more specialized instruction.

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 has been re-identified as an ELL, the student will receive all the support services to which s/he is entitled. The principal as well as the student's teachers will review the student's work to ensure that the time during which the student didn't receive services does not have a long term negative impact on their progress toward mastery of standards. If it is determined that the student is a non-ELL, the principal and the student's teachers will review the student's work to determine the extent to which support services assisted the student in approaching or reaching standards. To the extent possible, if these services have been beneficial, they will continue. Since support services seem to be necessary, the principal will consult the CSE and possibly seek to have the student evaluated for special education services.

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?

ELLs identified with special needs receive ESL services aligned with their IEP. They receive additional ELA instructional support time if noted on their IEP and are given the same opportunities like the rest of the student body. All of our ELLs practice reading and writing during our foru Enrichment periods, Monday, Tuesday, Thursday, and Friday, from 1:46PM to 2:40PM. We also do practice problems and focus on building academic language. In ELA, students have access to online nonfiction and fiction texts. Various sites, such as Newsela, allow the reading level to be adjusted. Students have access to laptop computers which allow students to read texts in their native language. as well as fiction. In math, all students use the CMP3 curriculum and materials. Manipulatives allow all students to make mathematical models, providing a nonverbal way to show understanding. In all contents, materials are designed with Universal Design Language strategies. For example, task sheets may include text boxes for important vocabulary or direct translation of key terms. Teachers may have ELL students take "virtual" field trips. For example, if the social studies teacher is delivering lessons on ancient Egypt, students will have access to a laptop to view digital "tours" of that time. Or, in science class, if the teacher is doing a unit on the respiratory system, students can "tour" the process digitally. Teachers will provide graphic organizers, along with photos and charts to support student acquisition of key background knowledge and conceptual understandings.

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?

Our Freestanding English as a Second Language Program (ESL) follows mainly a pull-out model. Our 9 ESL students are grouped by grade level and English proficiency level. ESL students receive all instruction in English. New York State regulations determine how many units of ESL instruction each student should receive according to his or her English proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) scores.

ESL students receive as much support as possible within their regular ELA classes. Our one Beginner ELL is part of an ESL class

Chart

in another school in the building five periods per week. We utilize our Enrichment period in order to collaborate with classroom teachers and allow the students more instructional time in order to meet their linguistic and academic needs in each grade and content area. Our ELA teachers provide support within the classroom during the reader's/writers' workshop model using ESL methodologies like visuals and authentic texts. One focus in our Enrichment class is vocabulary building tasks and strategies and focus on academic language building. This instruction is carefully aligned with all state standards and as well with what is being taught in the classroom. These are strategies that can be applied across all content areas. Picture dictionaries, manipulative, visualization, prior knowledge, real life experience, language experience, are used as teaching methods and strategies to aid the student's comprehension and second language development. All components of language (listening, speaking, reading and writing) are included in every lesson.

### 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*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

Chart

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



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

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

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

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

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

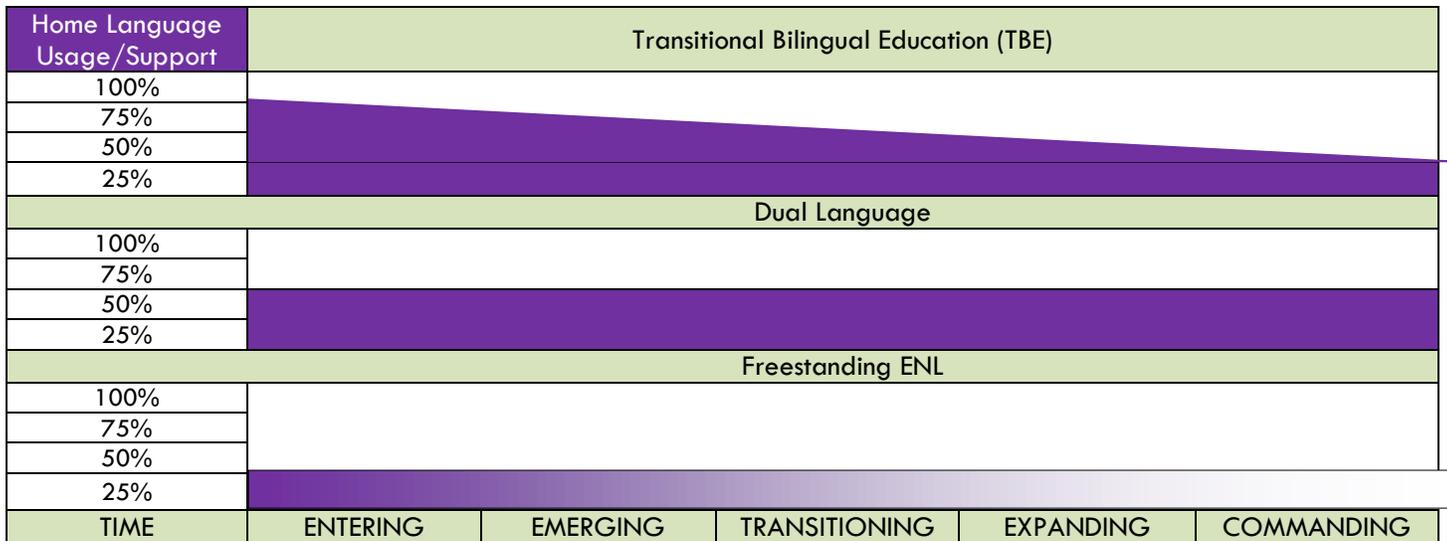


\*Note: “other approved services” does not apply to New York City at this time.

Chart 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 provide academic intervention service in our after school program, our Enrichment program, and during lunch time by content area teachers. Student teachers provide extra support in the classroom during instructional time. During lunch hours teachers offer a quiet space for students to do homework. Assistance, if needed, is also offered in all subject areas by the teacher. The social studies teacher offers help with writing during lunch hours, as well as afterschool, targeting students who demonstrate low levels of writing skills. The science teacher offers weekly afterschool tutoring for students who are struggling in science.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
There are challenges. There is no ESL teacher on staff. This is the current principal's first year at the school. We make up for the challenge of no ENL teacher providing four extra periods of ELA support each week. In addition, our one Beginner ELL has access to and ENL program five days per week in another school in our campus.
12. What new programs or improvements will be considered for the upcoming school year?  
We will seek partnerships with schools that have an ENL teacher.
13. What programs/services for ELLs will be discontinued and why?  
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All our ELL students participate in all the extra curricular activities, all the sports programs and in all our school trips and evening activities and social dances. After school activities are administered and supervised by the SONYC program. Activities include dance, graphic arts, basketball, homework help, and drama. All information is given in English and in the home languages of our ELL students. All AIS is offered to ELLs before school, after school and during lunch.
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.  
Each student has access to a lap top and certain programs that assist with vocabulary. Students have access to audio books. Students have access to online text sources such as Newsela. Several online literature sites offer translated texts and several offer presentations in other languages.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
For our spanish speaking ESL students, native language support is offered during foreign language class. They are also provided with dictionaries, glossaries and spanish libraries. In addition, students are able to use google translate in class.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Materials are available at appropriate age and grade levels, offering ELL's stimulating, challenging and peer learning opportunities. Our ESL classroom and library have books, books on CDs and software in English, Spanish and several Native Languages. Efforts are made to acquire new materials in more languages as need.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
For newly enrolled students, we hold two orientations at the beginning of July and at the end of August every year, where incoming students are given a tour of our building. During this orientaiton we also inform them of the expectations and supports available to them throughout the school year. Students have an opportunity to meet teachers and ask questions at that time.
19. What language electives are offered to ELLs?  
The only language elective offered this year to our ELLs is Spanish.
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.)  
ELL personnel often participate in professional development workshops outside the school building targeting specific models such as SLOP. All teachers participate in weekly professional development regarding UDL and developing increased access to the content for all students. Topic discussions include teaching strategies used with ELL students and specific ways we can develop academic language. Our teachers and social worker will participate in professional development offered by our borough office of field support.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Professional Development addressing the Common Core Standards are held periodically for all teachers of ELLs and staff members. Various teaching strategies are offered and shared among teachers to ensure adequate support for all teachers and students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our school partners with Middle School Success Center (MSSC) to offer our 8th grade students one class per week dedicated to high school articulation. In addition, MSSC organizes tours to high schools designed to support SWDs and ELLs, such as tours to Harvest Collegiate High School. The school participates in two High School fairs a year. Staff are given sample mini lesson to do with their students so they are prepared to participate in the HS fairs in a way that is meaningful to them. Teachers are also given the opportunity to take their students on HS visits to further prepare them for their transition. We also provide college tours to provide students a look at their future and help them set long-term goals. Our social worker will attend a two-day professional development on January 13 and 14, 2016 focused on "Moving Our Long Term ELLs," "A Collaborative and Team Approach to Co-Teaching English Language Learners," and "Strategies for Success on the NYSESLAT."
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.  
Continuous professional development is given to teachers throughout the year that goes over the 7.5 minimum hours as per Jose P. In addition to this we are offering the professional development in the Language Allocation Policy LAP Tool Kit Facilitators Guide from the Office Of Language Learners to the staff. Sign-In sheets are kept of teachers who attend all professional development. Members receive certificates at the completion of their 7.5 professional development hours.

### 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?

We have a very small group of ELLs in our school and the parents are notified by the Parent Coordinator as to the progress of their child. All our parents are invited to functions in our school and since the majority of our ELL parents are Spanish speaking we have bilingual staff members who are available at all meetings and parent reach out to ensure communication. We have a strong, involved PTA, consisting of ELL and nonELL parents/guardians. All parents/guardians including the parents/guardians of ELLs are invited to attend parent curriculum workshops, PTA meetings, SLT meetings and other meetings with staff and administration including other scheduled social and cultural events. Parents are encouraged to participate in information meetings here at the school and join in High School tours and the district Middle School Fair so they are more fully aware of educational options for their children. The PTA reaches out to get parents involved in planning, as well as, participating in these events. Parents are kept informed by letters and updated calendars. Parents are invited to attend all PTA meetings, parent teacher conferences, classroom events, concerts, fairs, information meetings and graduation ceremonies. They are notified by phone, letter, PTA happenings, information boards & bulletin boards, etc. Translation is provided by the parent coordinator, other teachers, fellow parents, and DOE translators.

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

We maintain all records in central location. We reach out to parents on an ongoing basis. Translated versions of monthly calendars, School Messenger messages, backpacked correspondence, and emails all help to ensure that our ELL parents are aware of important school business and have opportunities to participate.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our PTA offers monthly parent breakfasts for all parents/guardians including ELL families to voice their concerns and ask questions. Breakfasts are also offered in Spanish. Parent Coordinator provides reachout services to all new families, and uses DOE translators for correspondence whenever available. Guidance and Parent coordinator hold high school and middle school applications process meetings for all parents, especially ELL families new to NYC. These meetings are also offered in Spanish. We use the feedback from the learning environment survey to evaluate and better address the needs of our ELL families. Our PTA reaches out to new families and parents are encouraged to attend PTA meetings to inform the PTA of their needs and concerns. This is an opportunity for parents to network and assist each other to adjust to their new community. ELL parents/guardians are always invited to school concerts, publishing parties, end of unit celebrations, cultural performances, math and science fairs and much more. Monthly school newsletters as well as monthly publications to help students learn are offered to parents in both English and Spanish.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school works with several community-based organizations. However, our relationship with Henry Street Settlement affords our school community access to a number of services. Currently, parents receive support in obtaining mental health services for students and families, in obtaining adult ESL services, and in gaining academic intervention services for their children. Translation is provided for Spanish and Chinese speakers.

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

Our teachers call parents on a weekly basis. One question asked each time is how can the school support the family. In addition, each parent has the principal's number and contact the principal at any time. The school sends out a parent survey to determine what parents need and what is important to parents. There are quarterly progress reports that go out to parents. Parents have the email contact for all teachers. Parents are invited to school to meet with principal and staff.

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

Our teachers call parents on a weekly basis. One question asked each time is how can the school support the family. In addition, each parent has the principal's number and contact the principal at any time. The school sends out a parent survey to determine what parents need and what is important to parents. There are quarterly progress reports that go out to parents. Parents have the email contact for all teachers. Parents are invited to school to meet with principal and staff.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
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)
Anthony G. Chianese	Principal		12/7/15
n/a	Assistant Principal		12/7/15
Kaira Ramos	Parent Coordinator		12/7/15
n/a	ENL/Bilingual Teacher		12/7/15
Rakia Powell	Parent		12/7/15
Gus Marcellus/Music	Teacher/Subject Area		12/07/15
Christina Colon/Spanish	Teacher/Subject Area		12/7/15
n/a	Coach		12/7/15
n/a	Coach		12/7/15
Aaron Green	School Counselor		12/7/15
Daniella Phillips	Superintendent		12/7/15
Maria Broughton	Borough Field Support Center Staff Member _____		12/7/15
	Other _____		12/7/15
	Other _____		12/7/15
	Other _____		12/07/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **01M345**

School Name: **CASTLE 345**

Superintendent: **Daniella Phillips**

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

- x Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- x The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit**
- x 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 Collaborative Academy of Science Technology and Language Arts Education (CASTLE Middle School MS345) serving the historic Lower East Side of Manhattan. We are housed in the Corlears Complex and share the building with other schools. CASTLE Middle School serves the educational needs of 103 6th through 8th grader students from ethnically diverse populations. Our school community is rich in culture, diversity, and resources. Students and staff alike are committed to learning and all work to support each other and the school as a whole. We are a nurturing and committed school that creates a safe environment for all our members.

We determine parents' and families' language preferences using the ATS Report of Preferred Languages, Blue Card information, Parent Surveys, and individual student surveys given by classroom teachers.

Of the 103 student attendees at CASTLE Middle School, 44% are Hispanic, 31% are African-American, 11% are Asian, 10% are Caucasian, and the remaining students are from other ethnic backgrounds. Approximately 41% of our students are English Language Learners. 9 students in total are considered English Language Learners. 42 of our students have Individual Education Plans. All students receive the full continuum of services including SETTS, integrated inclusion classes, instruction in self-contained classrooms, and related services such as speech and language, counseling, and hearing services. 13 students are in a 12:1:1, 18 in ICT, 10 in self-contained classrooms receiving related services only. Most of our students qualify for free lunch (we have the Universal Lunch program).

Since our ELL (English Language Learners) population is small, direct contact between parents, the PTA and the PTA is ongoing. After filling out the Home Language Form, all parents of English Language Learners are briefed concerning their child's needs and ESL services. For newcomers, CASTLE Middle School is committed to supporting the students' cultures; exposing them to a new environment and helping them assimilate into a new culture. This is done through classroom lessons, trips and real-world experiences (e.g., social studies and the law). Furthermore, as new ELLs are enrolled in our school, our Parent Coordinator holds orientations for their parents regarding our services.

Our parents and families are predominantly English. A number of families speak Spanish. Several families speak Chinese, Vietnamese, and speak Arabic. The school provides translated documents, via the DOE website, for all important/mandatory communications.

All bulletins and parent letters are provided in Spanish and Chinese (two dominant home languages reflected in our population). The PTA also involves parents and community members as they are an integral and essential part of the school. As such, the PTA assists in the orientation of new families by facilitating translation and connection to community services. In addition, the PTA holds conferences for parents to share information regarding bilingual/ESL program objectives, materials, standards and

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.

Currently, we have monthly mailings of invitations to PTA meetings with updates and agenda that need to be translated into Spanish and Chinese to reflect our ELL population. From our planning with the PTA's executive board, parents expressed the need for more information on school development, programs, and students' services. This resulted in the development of a monthly Parent Newsletter. In addition, every family receives a parent handbook at the beginning of the school year. CASTLE also sends out newsletters announcing school wide activities: parent meetings, orientations, fund raising activities, social events, school spirit activities, etc. We continue to be challenged, though, with long term absentees (LTA's) and lack of parental responses to phone calls and PTA meetings. We learned that letters sent home has been more effective when coupled with phone calls. The above mentioned strategies will serve their purposes best when sent in multiple languages in order to engage a broad range of families. The school has a budget per session to translate letters, flyers, and the Parent/Student Handbook into Spanish and Chinese. A few families have provided translated documents provided via the DOE website for important and mandatory communications.

#### Oral Interpretation Needs Assessment:

Based on last year's attendance at the PTA meetings, many families attended the first few meetings but over the course of the year the number decreased steadily. Families who stopped attending were those who weren't able to participate in the discussion due to a language barrier. Also, during Parent Teachers' Conferences, teachers' communication was limited to having students translate. In an effort to raise attendance, we plan to initiate trilingual presentations to families so that all families can understand and participate. We believe that with a consistent interpretation service available to families, our parental participation rate in school events will be maintained over time.

## 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.)

#### Proposed Written Translation Services:

The following are recurring documents that require translation into Spanish and Chinese:

- Monthly PTA invitation and agenda

- Parent newsletter
- Letters requesting for meetings with families
- Per session for school secretary and teachers to translate Spanish and Chinese letters
- Progress Reports
- Permission Slips

There are member of the CASTLE staff who provide translation for our Spanish/Chinese speaking parent population. Department of Education correspondence is translated through the use of on-line technology and Department of Education services. Chinese translation into Mandarin is facilitated by members of our staff for verbal communication with parents.

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.

- Student/Family Orientation at the beginning of the school year
- DOE Open School nights
- Parent Teacher Conferences
- High School Articulation Meetings
- Parent Workshops
- Curriculum Night(s)
- Parent Meetings
- Parent Outreach

### 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.

For parent meetings such as Parent-Teacher Conferences, we will use DOE Translation Services. For letters home or other types of home contact, i.e., School Messenger, emails, letters backpacked home, we will use Google Translate also will be used to assist with translating of documents. Our parent coordinator and our social worker can provide Spanish translation. Our secretary in the School Based Services Unit provide Chinese translation.

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

When necessary we will use over-the-phone interpreters via the Translation and Interpretation Unit. However, we will also use on-site and staff-based translators.

## 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.)

Our parent coordinator and pupil accounting secretary are aware of the procedures to provide translation services. indicate need and services will be arranged.

## 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

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

We will use translated versions provided by the DOE where applicable. Google Translate will be used when necessary.

## 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)

During our outreach to parents, we ask if they have been receiving information, giving example of what the school has done to ensure that all community members are aware of important school business and have the opportunity to participate in school activities.