

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**25Q189**

**School Name:**

**J.H.S. 189 DANIEL CARTER BEARD**

**Principal:**

**CINDY DIAZ-BURGOS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Daniel Carter Beard Junior High School School Number (DBN): 25Q189  
6-8  
Grades Served:  
School Address: 144-80 Barclay Avenue, Flushing, NY 11355  
718 359 6676 718 358 0155  
Phone Number: Fax:  
School Contact Person: Cindy Diaz Burgos Email Address: [Cburgos3@schools.nyc.gov](mailto:Cburgos3@schools.nyc.gov)  
Principal: Cindy Diaz Burgos  
Gary Malone  
UFT Chapter Leader: Lydia Lo  
Parents' Association President: Adam Frank  
SLT Chairperson:  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Tabassum Haider  
Jose Sibrian  
Student Representative(s):

**District Information**

District: 25 Superintendent: Danielle DiMango  
30-40 Linden Place, Flushing, NY 11354  
Superintendent's Office Address:  
[ddimango@schools.nyc.gov](mailto:ddimango@schools.nyc.gov)  
Superintendent's Email Address:  
718 281 7605 718 281 7519  
Phone Number: Fax:

**Borough Field Support Center (BFSC)**

BFSC: QPN Director: Lawrence Pendergast  
28-11 QPN, Long Island City, NY 11101  
Director's Office Address:  
[lpender@schools.nyc.gov](mailto:lpender@schools.nyc.gov)  
Director's Email Address:

Phone Number: (917) 225-2020 \_\_\_\_\_ Fax: \_\_\_\_\_

## 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 Comprehensive Educational Plan (CEP) 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)
Cindy Diaz Burgos	*Principal or Designee	
Gary Malone	*UFT Chapter Leader or Designee	
Lydia Lo	*PA/PTA President or Designated Co-President	
Peter Isaac	DC 37 Representative (staff), if applicable	
Tabassum Haider	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jose Sibrian	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>	
Joseph Vereen	CBO Representative, if applicable	
Christine Colligan	Member/Parent Coordinator	
Adam Frank	Member/Chairperson/Teacher	
George Fitting	Member/Assistant Principal	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
John Cantante	Member/Teacher	
Shanta Budhram	Member/Parent	
Kazumi Kitano	Member/Parent	
Lydia Chiu	Member/Parent	
Jane Kao	Member/Parent	
Kimberly Okane Addy	Member/Parent	
Me Sook Hyun	Member/Parent	
	Member/	
	Member/	

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

The Comprehensive Educational Plan 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 CEP 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 CEP 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 Comprehensive Educational Plan (CEP) 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

## The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP 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.

Daniel Carter Beard JHS 189, The School of International Studies, is an urban school built in 1956; it is located at 144-80 Barclay Avenue, not far from the heart of downtown Flushing. The J-shaped building and its yard occupy approximately one-half of a large block. The housing in the school's feeder area is a mix of one and two-family homes, rental apartments, cooperatives and condominiums. Pupils are also drawn from the Bland Houses, a New York City housing project. Most of the students live within walking distance of the school, although with NCLB and other factors, 15.8 % receive metro-cards. Our students are drawn primarily from the following elementary schools: P.S. 20, P.S. 22, P.S. 32 and P.S. 120.

Flushing is a vibrant community in a state of constant change. As a microcosm, it reflects the shifting demographics of New York City. When Daniel Carter Beard founded the first Boy Scout Troup here over one hundred years ago, the population was largely European. Now, more than a century later, Daniel Carter Beard Junior High School 189 services a student body that represents more than sixty diverse cultures and nationalities. Over 89% of its approximately seven hundred pupils come from a home where a primary language other than English is spoken. Specifically, the student population is 69.83% Asian, 24.45% Hispanic, 2.78% African-American and 2.48% White. 52.27% of the students are male and 47.73% are female. Currently, 100% of our pupils are eligible for free or reduced lunch and breakfast since we have been accepted as a Universal Free Meal school.

A principal, two appointed assistant principals, one part-time dean, teachers assigned to the Alternative Learning Site, a Parent Coordinator, two school secretaries, four school aides, one school nurse, one technology specialist, and three school safety agents, complete the current (September 2015) basic school staff. A large kitchen staff and an experienced custodial staff, further support JHS 189's students, staff and community. Support services are provided by three full-time guidance counselors, one of whom speaks Mandarin and one whom is Spanish speaking. Additional services are provided by a part-time School-Based Support Team.

The custodial engineer and his staff satisfactorily maintain the school plant. Anticipated plant projects include the completion of the school library. The Principal has received \$500,000 for a library upgrade and is still awaiting the implementation of a RESO A Grant for \$250,000 to install air conditioning of the auditorium which has no windows and lacks viable ventilation.

JHS 189's educational program has been designed to serve its varied population and has been delivered by a pedagogical staff of 46 teachers . Of the forty-six teachers, 99 % are certified and licensed, 76% have more than five years of teaching experience, and more than 90% hold a Masters Degree. 1% are first year teachers; 1% of the teachers have fewer than two years of teaching experience.

In the 2015-2016 school year, we have twenty-five official classes (9 in grade 6; 8 in grade 7; 8 in grade 8), including five SPE classes, 8 special education classes (three 12:1:1 classes and five ICT classes).

Four full-time English as a New Language (ENL) licensed teachers serve the needs of our English Language Learners (ELL's) by providing at least four periods or more, per week, of ENL instruction based upon the students NYSITELL and

NYSESLAT results from the 2014-2015 school year. Our assessment analysis found that 35.41% of our ELL's scored entering/beginning, 5.74% scored emerging/low intermediate, 5.74% scored transitioning/high intermediate, 33.97% scored expanding/advanced, and 19.14% scored commanding/proficient.

Our New Continuum/Least Restrictive Environment Plan continues to be successfully implemented, supported by ten full-time licensed special education teachers, nine paraprofessionals, one speech teacher, and a School-Based Support Team, each of whose members are assigned two or three days a week. The teachers provide special education services to two sixth grade classes (one ICT and a 12:1:1), three seventh grade class (two ICT and a 12: 1: 1), and three eighth grade classes (two ICT and a 12:1:1), and Special Education Teacher Support Services (SETSS) to about forty-six students. In particular, approximately 17.28% of students have Individualized Education Plans (IEP's) and receive some or all of the full continuum of services including SETSS, instruction in self-contained classes, and related services such as speech and language, and counseling. Special Education Teacher Support Services are delivered in "pull out" form in all grades.

Talent classes in music and art are available in grades 6 and 7 and in a modified form in grade 8. Acceleration, as mandated by the New York State Regents Action Plan, is offered to eighth graders in Mathematics and Earth Science.

For all academic subjects, students are "block" programmed and generally heterogeneously grouped in non-SPE, non-ELL classes. In grades six, seven and eight, two teams of teachers (English language arts, social studies, Science and Mathematics in each) instruct specific groups of students consisting of three or four classes. They meet on Tuesdays after school for common planning and student inquiry. Students in grades six and seven are programmed for visual arts and vocal music by class. Students are programmed for at least eight periods of instruction in English language arts and mathematics. Also, all students receive six periods of science. Eighth graders study a second language (Korean or Spanish). All students are programmed for a once a week course entitled "Social Action." This course provides a framework for the work of the student senate and student court as well as student led community service projects.

The instructional program is further supplemented through participation in the Project Arts Program. Junior High School 189 continues to partner with the Flushing Council on Culture and the Arts, which allows for a guest artist to co-teach with different teachers in various disciplines including but not limited to the music and art teacher. For the 2015-2016 school year our English Language Learners and instructors will also have an opportunity to participate in the Arts Connection Delta program. This program will promote literacy through theater for students who have limited English proficiency. With our existing partnerships students and staff will continue to have an opportunity to participate in a new musical theater production for this upcoming year. In addition, it is anticipated that a grant through our city councilman will continue to afford select students to participate in basketball, soccer, volleyball and tennis, to enhance the educational program. An extended day program is offered to select English Language Learners in literacy and mathematics through a Title III grant on Wednesdays, Thursdays and Fridays for an hour.

For the 2015-2016 school year we will be using a Reso A grant to install new Triumph interactive screens in 24 of our classrooms. Included with the funding of this grant our current sixth graders will be receiving Apple Mac Book Air Laptops on a one-to-one ratio. We are working with Apple to increase the use of their technology within our classrooms to increase student achievement and assist with the delivery and quality of instruction. As well as new laptops, we have received a \$9,000 grant from the Korean consulate. This grant has enabled us to provide i-Pads to 3 classrooms. STPV software funding in the amount of \$24,000 has enabled us to purchase software targeted to our ELL population. We are particularly excited about the potential that the technology in our Pearson Quantum Learning Center offers the students of JHS 189Q. The Pearson Center features a dedicated classroom with 30 computers and licenses that will allow us to offer a wide range of subjects to students. We continue to use the Scholastic Read-180 program in our ENL classes.

The educational program is further enhanced by activities supplied by the YMCA Beacon Center which is on-site. The Beacon Center provides after-school and weekend classes in homework assistance, ENL instruction, sports programs, as

well as leadership development and youth counseling. Computer classes are also provided by the Beacon for adults in the community.

JHS 189Q's library construction project is in its final stages and we anticipate the library to be fully operational before the end of the 2015-2016 school year. The library will be a state of the art facility that will include 2 Smart Boards for presentations, a state of the art audio visual system allowing the library to sync with video feeds from the auditorium, main lobby, Principal's office and a large screen TV in the main courtyard. The library will focus on making available the widest possible range of material to students in a digital format.

The Parent Teacher Association (PTA) is one of the strongest components of JHS 189Q school community. We continuously celebrate the diversity of our parents and welcome the different cultures and languages that contribute to the school community. JHS 189Q parents utilize resources from the school which enable them to obtain knowledge about their child's education from monthly Parent Workshops. These workshops are arranged by the Parent Coordinator and are conducted by various subject teachers. In addition to the aforementioned, other presenters include Community Based Organizations and Mayor's Office.

A major area of challenge at Daniel Carter Beard JHS 189 has been progress on the part of the student body in meeting or exceeding the English language arts and mathematics standards. Eighty-seven percent of our student body come from homes in which English is not the primary language spoken. A full 28% of our students are currently classified as English language learners. The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: one priority is the implementation of effective strategies to continue to address the number of students lacking basic skills in both English language arts and mathematics. A second is improving instruction for the growing number of special education students and ongoing large numbers of English language learners by continuing to provide professional development for both general education and special education teachers in specialized strategies to meet the needs of the special education population. A third is the implementation of effective methodologies for meeting the needs of the English language learner population. A fourth is the communication and collaboration among staff members using professional development, our newly implemented Google Education Applications, and new technology within the school building. Thus, JHS 189's Comprehensive Educational Plan for 2015-2016 will reflect a concerted effort and specific plans to address the academic needs of students, with an emphasis on focused interventions for special education students and English language learners.

## 25Q189 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	691	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	22	# SETSS	7	# Integrated Collaborative Teaching
				25
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	2	# Drama
				N/A
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	74.7%	% Attendance Rate		96.7%
% Free Lunch	59.8%	% Reduced Lunch		5.1%
% Limited English Proficient	27.8%	% Students with Disabilities		18.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		3.5%
% Hispanic or Latino	24.9%	% Asian or Native Hawaiian/Pacific Islander		68.1%
% White	3.2%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.67	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.58
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	27.9%	Mathematics Performance at levels 3 & 4		43.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		69.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		98.6%
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	X	Local Assistance Plan		
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		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Based on analysis of the 2014-2015 Quality Review results, we have identified a need for improvement in the following areas: effective teaching and learning and assessment of student learning. We received a rating of "fair" in both areas indicating an area of focus for the 2015-2016 school year.

**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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will receive professional development on how to use assessment data to inform instruction so that assessment will be an integral part of lesson planning and curriculum development.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will receive ongoing professional development focusing on assessment and the role of assessment in lesson planning.</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration &amp; TCP team</p>

Administration will create forms to monitor teacher progress and receive feedback in the area of assessment.	Teachers	Sept. 2015- June 2016	Administration
Assessment will be an important focus of teacher observations on an ongoing basis.	Teachers	Sept. 2015- June 2016	Administration
Teacher best practices will be shared and celebrated through teacher inter-visitation.	Teachers	Sept. 2015- June 2016	Administration & TCP team

**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.
In an effort to support the development of common core tasks and increase students' skills, teachers will meet regularly in curriculum meetings to analyze and refine performance in all disciplines.
In addition outside organizations such as Flushing Town Hall, NYSSMA, The Morgan Book Project, Arts Connection and YMCA Beacon will provide additional support in helping us to increase student achievement.
1. The programs involving the arts will support students' progress across content areas through various cultural experiences.
2. The Beacon Center provides after-school and weekend classes in homework assistance, ESL instruction, sports programs, as well as leadership development and youth counseling.
3. The YMCA Beacon Program also provides computer classes for the adults in the community.
4. Professional development opportunities will be offered throughout the content areas.
5. The purchase of vocabulary books will assist students in meeting CCLS in vocabulary acquisition and usage.

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Using Skedula we will monitor student progress and use an item analysis tool to gauge student understanding at scheduled intervals throughout the school year. In addition, teacher created common assessments will be used to provide benchmarks for student progress.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Three years ago JHS 189Q embarked upon an aggressive five year plan designed to maximize student participation in decision making. This plan coincided with Department of Education push for student empowerment. The plan called for the creation of a highly structured student organization which would grant students autonomy in specific areas of school life. At the time of its conception, the school had a student government which existed in name only and the previous student government was not structured to offer students any real autonomy or voice. It was originally envisioned that the key to creating a supportive environment rested on student buy in. We felt that all members of the school community would play an active role in the newly created student organizations. For the 2015-2016 school year our plan for student empowerment calls for full student and widespread participation in the student organization.

### **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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of students will be actively involved in effecting change through student government, resulting in all students participating in a new course entitled “Social Action.” This course will provide students an opportunity to engage in detailed action planning, budgeting, independent research, community service projects, and collaboration with peers, all of which are key aspects of college readiness skills. Direct teacher leadership in social action will be increased to involve over 50% of the teaching staff. Teachers will collect data through class attendance and participation, and quarterly student surveys.

### **Part 3 – Action Plan**

<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> <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 in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Promote student voice through social action where every subgroup is represented through out the school.	Students	Sept 2015- June 2016	Teachers, Administrators
Students and teachers are provided with specific curriculum units that focus on community service and independent research projects.	Students and Teachers	Sept 2015- June 2016	Students, Teachers, Administrators
Students will develop proposals for school and community activities that they would like to see embedded within their daily schedules.	Students and Teachers	Sept 2015 - June 2016	Students, Teachers
Students will identify and implement a plan to increase and include parent involvement in the school building and outside community.	Students and Parents	Sept 2015 - June 2016	Students, Parents, Teachers, and Administration

#### **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.										
The SGO initiative has been broadened and includes a wide number of teachers. There is a standard curriculum plan that is available for teacher facilitators. Additional resources are available through the school's newly implemented Google drive. A designated room has also been set aside for SGO meetings.										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind	X Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Students will be engaged in team building activities and public service activities. Mid-point benchmarks will require all students to understand their goal and the purpose of the service project. Success will be demonstrated by students

sharing details of their project as well as how the project impacted target groups. Details about the project will be displayed in the school concourse.

**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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

According to the End of the Year Self Reflection Form, teachers expressed an need for continued focus on collaborative inquiry work.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, all staff will participate in collaborative student inquiry work resulting in an increase of 5% on formative and summative assessments. Teams of teachers will meet weekly with common student assessments and design specific strategies for select students based off inquiry data.

### Part 3 – Action Plan

<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> <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>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Monthly PD's with TIF Teacher Leaders will be provided to all staff in learning how to interpret data and tailor instruction accordingly.	Teachers	Sept 2015-June 2016	TCP Team
Teachers will be given strategic professional development based on needs that focus on the English language learners and students with disabilities.	Teachers	Sept 2015-June 2016	Administrators, PICS, Demo Teachers
ESL teachers and special education teachers will offer strategies to assist core subject teachers in meeting the needs of ELL's and students with disabilities.	Teachers	Sept 2015-June 2016	Administrators, PICS, Demo Teachers
Google Apps for Education will be rolled out to the entire staff and current sixth grade to be used to increase collaboration, communication, and technological skills.	Teachers and Students	Sept 2015-June 2016	Administrators and Teachers
Teachers will plan lessons in their subject areas which scaffold instruction for ELL's and students with disabilities, providing multiple entry points.	Teachers	Sept 2015-June 2016	Administrators, PICS, Demo Teachers
Teachers will conduct inter-visitations/debriefs/collaboration with TIF team and other colleagues across the disciplines.	Teachers	Sept 2015-June 2016	PICS, Demo Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<p>TIF Teacher Leaders will provide monthly professional development to enhance teacher inquiry work and facilitate inter-visitations among peers to share best teacher practices. Special Education teachers will conduct professional development to share effective strategies to help teachers modify instruction. ENL teachers will also provide professional development opportunities for staff on inclusion of language instruction in the content areas.</p>										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	Title III, Part A	X	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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**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. Monthly Professional Development Logs
2. Teacher Feedback Surveys
3. Data acquired from formative and summative assessments
4. Materials uploaded to Google Drive

**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.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

According to the End of the Year Self Reflection form, teachers expressed a need for actionable timely observation feedback.

### **Part 2 – Annual Goal**

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

By June 2016, 90% of observational feedback will be delivered through Google collaboration tools within a two week turn around time.

By June 2016, administration will increase involvement in curriculum development meetings by 5% which will be measured by attendance logs.

By June 2016, TIF Teacher Leaders will increase their inter-visitations and peer conferences by 5% which will be measured by attendance logs.

### **Part 3 – Action Plan**

<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> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Monthly staff/department meetings.	Teachers	Sept 2015-June 2016	Administration
Teachers will be provided with a self-reflection survey through Google four times a year. These will be completed in order to provide feedback.	Teachers	Sept 2015-June 2016	Administration
TIF Teacher Leaders will provide peer coaching and demonstrate lessons of best practices within their classrooms.	Teachers	Sept 2015-June 2016	TIF Teacher Leaders

#### **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.											
Administration will set aside Wednesday after 1:00pm to create, review, and analyze teacher observations and survey data to provide constructive instructional feedback.											
Teacher leaders will use their scheduled TIF periods to conducted inter-visitations and debrief meetings with colleagues to discuss best instructional practices.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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Administration and TLP team will document logs, conduct informal and formal observations, hold one-to-one conferences with staff, and develop common school wide forms to track progress. Staff will be able to communicate and share materials through Google Apps.

**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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Based on survey data collected from our 2014-2015 Quality Review, we received a "fair" rating in the Strong Family Community Ties category. Specifically, 69% of parents responded positively to questions about Strong Family Community Ties, which is 10% below how the parents citywide responded.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be additional activities to engage for parents and families. There will be a 5% increase in parental involvement and concomitantly in student engagement in community service projects. Parents and/or other family members will participate in different workshops as well as formal and informal meetings with staff regarding student achievement.

### 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The parent coordinator and other support staff, at monthly meetings, will provide parents/guardians with information and training that will be geared to help them understand the different types of assessments that support the education of their children.</p> <p>Specific workshops will be designed based on specific needs as indicated by parent surveys (i.e. workshops on Skedula)</p>	<p>Parents/Guardians</p>	<p>Sept 2015- June 2016</p>	<p>parent coordinator, teachers and other support staff</p>
<p>Parents will periodically attend meetings to ascertain the progress of their children as well as obtain additional resources from teachers' professional development experiences.</p>	<p>Parents/Guardians</p>	<p>Sept 2015- June 2016</p>	<p>parent coordinator, teachers and other support staff</p>
<p>Teachers will use allotted extended day time for parental outreach/meetings.</p>	<p>Parents/Guardians</p>	<p>Sept 2015- June 2016</p>	<p>Teachers</p>
<p>Administration will work to secure more parent volunteers for school events.</p>	<p>Parents/Guardians</p>	<p>Sept 2015- June 2016</p>	<p>parent coordinator, administration</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>Parent Coordinator, TIF teachers and other community resources will serve to provide parents and families with additional resources via workshops and other venues including but not limited to school wide projects and other student events and activities.</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>										
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>	<p>X</p>	<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p><b>C4E</b></p>		<p><b>21<sup>st</sup> Century Grant</b></p>		<p><b>SIG/SIF</b></p>		<p><b>PTA Funded</b></p>		<p><b>In Kind</b></p>	<p><b>Other</b></p>

**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.

Through logs, informal and formal observations of meetings and workshops and parent surveys.

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

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

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Standardized test Scores/Teacher Assessments	Supplemental Tutoring ARISTA Peer Tutoring	Small group One-to-one tutoring	During The Day
<b>Mathematics</b>	Standardized test Scores/Teacher Assessments	Supplemental Tutoring ARISTA Peer Tutoring	Small group One-to-one tutoring	During The Day
<b>Science</b>	Standardized test Scores/Teacher Assessments	Supplemental Tutoring ARISTA Peer Tutoring	Small group One-to-one tutoring	During The Day
<b>Social Studies</b>	Standardized test Scores/Teacher Assessments	Supplemental Tutoring ARISTA Peer Tutoring	Small group One-to-one tutoring	During The Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Standardized test Scores/Teacher Assessments	L. Kahl, G.C., L.Peltzer, G.C., C. Mizutani, G.C., Y. Yeh, S.P., B. Crawford, S.W.	One-to-one Small groups	During The Day  After school Title III ENL support classes

## 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.
New teachers are interviewed by the administration and receive mentoring upon hiring. New teachers are also assigned buddy teachers and one to one assistance/support is provided by the administration. New pedagogues are afforded opportunities to meet with TIF instructors as well.

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development workshops are held in multiple areas. Workshops are offered by our newly created Superintendent's team, the TIF Program. Our TIF teachers provide opportunities for professional development for teachers revolving around student inquiry and best teacher practices. Model Teachers open their classrooms as labs for colleagues to visit and discuss strategies staff members can bring back to their own classrooms. Our ENL and Special Education departments will also be conducting PD's this year to keep our staff current with new teaching practices and strategies to address our student population. Webinars are also shared from the NY Engage.

### 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).
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**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/info, early intervention services, etc.).
N/A

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Based on findings and discussions with supervisors, decisions are made for modifications when necessary.

**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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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	333,296.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	22,220.00	X	
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	3,983,033.00	X	
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**<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 Priority and Focus School Improvement Funding:** 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: 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 CEP 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. **JHS 189Q, Daniel Carter Beard Junior High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **JHS 189Q, Daniel Carter Beard Junior High School**, will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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)**

**JHS 189Q, Daniel Carter Beard Junior High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Daniel Carter Beard JHS 189Q</u>	DBN: <u>25Q189</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ Afterschool Title III Mathematics Instructional Program for ELLs  
Mandarin Chinese After School Mathematics Program

These classes will contain up to twenty newcomers in sixth, seventh or eighth grade whose native language is Mandarin and be taught by a fully certified, bilingual teacher in mathematics. The teacher will teach 20 newcomer ELL's mathematics content and develop deeper understanding of the concepts through the use of native language (Mandarin Chinese) and English. These classes will meet for one hour and a half hours on Wednesdays, Thursdays and Fridays, 2:30-4:00pm, according to grade level, from November 2014 to March 2015. Instruction will be provided in Mandarin Chinese and in English.

Afterschool ESL/ELA Literacy Instructional Program for ELLs

The ESL/ELA Literacy program will take place from November 2014 to March 2015, three afternoons per week (Wednesday, Thursdays and Fridays) from 2:30-4:00pm. Three groups of 20 ELLs will be grouped per proficiency level in Reading and Writing as per their NYSESLAT and NYSITELL scores and instructed after school, once a week, by grade, by teams of ESL certified teachers and ELA teachers who will co-teach in developing English language learners' academic English and literacy. Materials used to support ESL/ELA instruction will include a variety of fiction and non-fiction books, technology and software at no cost to Title III. New York State English Language Arts preparation books and classroom supplies to support the program will be purchased. The rationale is the ELA and ESL data that indicates the need to more targeted ESL and ELA instruction so that ELLs can increase achievement in ELA and the NYSESLAT.

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ ELL Study Group

Six teachers and a supervisor will meet after school for six sessions once a week in the afternoon, for six weeks (November 2014-March 2015) for one hour to continue their study of "Pathways to the Common Core, Accelerating Achievement" by Lucy Calkins, Mary Ehrenworth and Christopher Lehman (Heinemann, 2012), discuss effective strategies, make connections to the school's instructional program, student work, and explore enhancements to the Title III instructional program based on the discussions.

### Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

**Part D: Parental Engagement Activities**

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

Begin description here: \_\_\_\_\_ Parental Engagement Activities  
Parents of English language learners will meet once a month with Dorina Sferrazza, a fully certified English as a Second Language teacher and Christine Colligan, parent coordinator on Wednesdays, 10:00-11:00am from November 2014-March 2015. Topics will include: ways of increasing English literacy at home; the English Language Arts Test and its various components; the New York State English as a Second Language Achievement test and its various components. Parents will be invited in writing in English, Mandarin, Spanish and Korean. The school messenger will also reach out to families by phone as well.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

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

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

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

## Part I: School ELL Profile

**A. School Information**

District <b>25</b>	Borough <b>Queens</b>	School Number <b>189</b>
School Name <b>Daniel Carter Beard Junior High 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>Cindy Diaz Burgos</b>	Assistant Principal <b>Geroge Fitting</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area <b>Adam Frank/Science</b>	Parent <b>Lydia Lo</b>
Teacher/Subject Area <b>Michelle Bugay/ENL</b>	Parent Coordinator <b>Christine Colligan</b>
Related-Service Provider <b>Laura Scicutella/Speech</b>	Borough Field Support Center Staff Member <b>Maria Vasillou Rozos</b>
Superintendent <b>Danielle DiMango</b>	Other (Name and Title) <b>Denise Healey, AP, I.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	<b>4</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>700</b>	Total number of ELLs	<b>169</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>	169	<b>Newcomers</b> (ELLs receiving service 0-3 years)	113	<b>ELL Students with Disabilities</b>	19
<b>SIFE</b>	7	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	31	<b>Long-Term</b> (ELLs receiving service 7 or more years)	25

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>	113	3	1	31	4	5	25	0	13	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

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

### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	16	7					0
Chinese							41	36	43					0
Russian							0	0	0					0
Bengali							1	0	2					0
Urdu							2	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	2	0					0
Korean							1	2	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							4	2	1					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							27	24	23					0
<b>Emerging</b> (Low Intermediate)							3	5	4					0
<b>Transitioning</b> (High Intermediate)							4	4	4					0
<b>Expanding</b> (Advanced)							24	25	22					0
<b>Commanding</b> (Proficient)							14	9	17					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							43	19	26					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	7	1	0	0
7	30	0	0	0	0
8	32	0	0	0	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	8	6	6	8	4	11	3	3	0
7	9	7	5	10	3	6	1	3	0
8	2	8	1	16	1	10	0	3	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	6	3	18	8	18	6	2	4	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 <u>CC Alg.1</u>	1	11	1	11
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.  
**Paste response to questions here: Not applicable.**
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
**Paste response to question here: Our assessment analysis finds that 35.41% of our ELLs scored entering/beginning, 5.74% scored emerging/low intermediate, 5.74% scored transitioning/high intermediate, 33.97% scored expanding/advanced and 19.14% scored commanding/proficient.**
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
**Paste response to question here: We use information about Annual Measureable Achievement Objectives to plan instruction for the school year. For the 2013-2014 school year, we met our Annual Measurable Achievement Objectives. As a result, we will continue with the programs we have as well as continue to seek new programs to assist us in meeting our targets.**
- 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?**Paste response to questions here:**
  - Looking at the 2015 New York State English Language Arts Test results, 91.58% of ELLs who took the exam scored at Level 1, 7.37% scored at Level 2 and 1.05% scored at Level 3. None of our ELLs scored at Level 4. For the 2015 New York State Mathematics Test, 35.82% met or exceeded the standards (scored at Level 3 or 4); 75% of these students took the test in their native language. For the 2015 New York State Science Test, 56.15% scored at Level 3 or 4. In both mathematics and science, students scored a bit lower than their non-ELL peers. Subject teachers along with ENL specialists, continue to analyze the data and modify instruction accordingly.
  - Not applicable.
  - Not applicable.

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](#).]  
Paste response to question here: Not applicable.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Paste response to question here: In order to make sure that a child's second language development is considered in instructional decisions, teachers are asked to include in their lesson plans, specific strategies they will use to support instruction.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?
 Paste response to questions here: Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Paste response to question here: We are constantly evaluating the success of our instruction program for ELLs, and making adjustments. We examine how the students are doing in their subject classes as well as progress from year to year on the NYSESLAT. Skedula is utilized to help inform instructional decisions.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Paste response to question here: English language learners are identified by a team lead by Dorina Sferrazza, a fully certified English as a New Language teacher. She is assisted by Michelle Bugay, a fully certified English as a New Language teacher, the pupil accounting secretary, guidance staff and the assistant principals. The Home Language Identification Survey (HLIS) is given to the parent by Dorina Sferrazza, and when possible (Mandarian, Korean and Spanish), an adult who speaks the student's/family's home language. Chia Mizutani, guidance counselor, or George Fitting, assistant principal, speak Mandarin; Christine Colligan, parent coordiantor, or Paul Park, English as a New Language teacher, speak Korean; Lance Peltzer, formerly a bilingual Spanish teacher and currently a guidance conselor, speaks Spanish. Often families come with a translator. If needed, the Department of Education Translation Services are utilized. Dorina Sferrazza administers an informal oral interview with the assistance of an appropriate translator. If it is determined that the student's home language is other than English, the NYSITELL is administered by Dorina Sferrazza well within the first ten days of enrollment. If the student does not score commanding on the NYSITELL and/or his native language is Spanish, the Spanish LAB is administered. An assistant principal, and a member of the guidance staff, in conjunction with Dorina Sferrazza, then evaluate the data and determine the ENL class placement; the latter is made by grade (6, 7, 8) and proficiency level (Entering (EN); Emerging (EM); Transitioning (TR); Expanding (EX); Commanding (CM) determined from the NYSITELL or a NYSESLAT score from previous administration).
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Paste response to question here: SIFE (Students with Interrupted/Inconsistent Formal Education) are identified within the 30 days of enrollment through oral interview in the appropriate home language as well as examination of student work.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
Paste response to question here: Newly enrolled students with IEPs are identified by the Language Proficiency Team (LPT) which includes, Suhong Chen, Mandarin speaking school psychologist, Betty Crawford, Spanish speaking school social worker, Cathyrn Romano, IEP teacher, Barbara Van Nostrand, IEP teacher, in conjunction with Dorina Sferrazza and an assistant principal.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Paste response to question here: Once the NYSITELL score is determined, an entitlement or non-entitlement parent notification letter is distributed by Dorina Sferrazza and/or Michelle Bugay within five days.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Paste response to question here: Parents are given the information that they have a right to appeal the ELL status within 45 days of enrollment when they are given the entitlement letter.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- Paste response to question here: During the admission process, the parent is given a Program Selection Form and the opportunity to view the video describing the three program choices (Transitional Bilingual, Dual Language, Freestanding ENL). He/she is also provided with research data about the models. At the beginning of the school year, parents/families of newcomers are invited to an orientation which took place in the 2015-16 school on Wednesday, September 16, 2015 and every Wednesday thereafter depending on admissions. The meetings are conducted by Dorina Sferrazza, assisted by Christine Colligan, Parent Coordinator, Lindsay Kahl, Chia Mizutani, and Lance Peltzer, guidance counselors as well as George Fitting and Denise Healey, assistant principals. The orientation is held within the first ten days of admission. The parent completes the Program Selection Form and lists the programs in order of preference. If a program not currently offered (Transitional Bilingual, Dual Language) is chosen, then Dorina Sferrazza, assisted by the guidance staff, tries to help identify a school that offers the chosen program. If the parent selects the Freestanding ENL program, which is currently available based on a review of the Program Selection Forms in May/June 2015, the student is programmed accordingly. Program Selection Forms are constantly reviewed by Dorina Sferrazza to determine if there are enough choices of the Transitional Bilingual or the Dual Language Program to warrant a change in the school offerings. Should this occur, parent outreach would be conducted by phone and in the parent's native language. Dorina Sferrazza also monitors the HLIS forms to ensure that the original is placed in the student's record folder while a copy is kept in a folder on file in the records room.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Paste response to question here: For new students, every effort is made to obtain the Parent Survey and Selection forms at the orientation within the first ten days. Parents are invited to the orientation in writing in English as well as Mandarin, Korean and Spanish. The school messenger also sends out the invitation in various languages. In addition, the Parent Coordinator, assisted by the Department of Education Translation Services, calls parents. As a result, our parents have been highly responsive to our outreach. Hence we have been very successful in obtaining the return of the Parent Survey and Program Selection forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Paste response to question here: Dorina Sferrazza, assisted by the other three English as a New Language teachers, ensures that the entitlement letters are distributed and returned. Copies of the letters are kept in the records room.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Paste response to question here: Placement parent notification letters are distributed by Dorina Sferrazza and all English as a New Language teachers assist in the distribution. They are supervised by an assistant principal.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Paste response to question here: ELL documentation (HLIS, non-entitlement and entitlement letters) for each child is kept in the student's record folder as well as separate folders in the records room.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Paste response to question here: All ELLs are appropriately scheduled to take the NYSESLAT with one of three out of four ENL teachers who do not teach the student. The Listening, Reading and Writing subtests are administered in small groups by official classes on the days designated by the New York State Department of Education. Makeups are administered during the testing window as needed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Paste response to question here: Continued enrollment and transitional support parent notification letters are distributed in a timely fashion by the student's ENL teacher. They are supervised by an assistant principal.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Paste response to question here: After reviewing the Parent Survey and Program Selection forms for the past three years, an overwhelming number of parents (98 to 99%) have opted for the Freestanding ENL program now being offered. These forms are reviewed periodically (every three months) by Dorina Sferrazza to see if there is a change in the current selection trend.

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Paste response to questions here: ELLs are placed in an appropriate class which is taught by licensed, subject specialists in English as a New Language, social studies, science and mathematics. Expanding and commanding students also receive instruction in English language arts. We are implementing a departmental organizational model. The classes, which are blocked programmed, contain students who are homogeneous by grade but heterogeneous by English proficiency level.
  - b. TBE program. *If applicable.*  
Paste response to questions here: Not applicable.
  - c. DL program. *If applicable.*  
Paste response to questions here: Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Paste response to questions here: In order to ensure that the mandated number of instructional minutes is provided based on the proficiency levels in the Freestanding ENL program, the students are grouped by grade (6, 7, 8) and proficiency level (entering, emerging, transitioning, or expanding) for English as a New Language instruction. For the commanding students, English as New Language teachers work with the content area teachers.
  - 2a. ELLs are scheduled for eight periods or 360 minutes per week of ENL (entering, emerging, transitioning) or eight periods or 360 minutes per week of English language arts and four periods or 180 minutes per week of ENL (expanding level students). The content area teachers of commanding students work with English as a New Language specialists for ninety periods per week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
Paste response here: In addition, ELLs are scheduled for at least eight periods of mathematics per week; five periods of social studies per week; five periods of science in grades 6 and 7, six periods of science in grade 8, two periods of physical education per week, one period of health education and one period of social action per week. Core content is taught in English, using ENL strategies by fully certified subject specialists. ENL strategies include scaffolding, use of concrete materials, visuals (graphic organizers, pictures), questioning strategies that foster student learning of the subject as well as English, use of controlled vocabulary as well as the development of academic English across subject areas. Students are required to come to school with bilingual dictionaries. Longmann dictionaries are also available in all classrooms. Specific textbooks in social studies and science have been selected because of their controlled vocabulary and visuals. All classrooms have levelled libraries. Teachers provide additional materials from various computer sites. Students use laptops for research for exit projects in social studies and science. Document cameras are used in classes, especially mathematics, to share students work. Smartboards permit teachers access to a variety of interactive curriculum materials. Moreover, additional English literacy instruction is offered for three or four periods per week. In order to support our instructional program for English language learners, subject specialists have received and will continue to receive professional development with regard to ENL strategies and differentiated instruction in order to make the content comprehensible for English language learners. Four sessions have specifically been scheduled for the 2015-16 school year, October 19, December 14, February 22 and April 18. In addition, congruence is maintained between the English as a New Language specialist and core content subject teachers through the use of congruence forms. English as a New Language teachers provide home language support for the core content areas with the help of the bilingual dictionaries in their classrooms as well as their iPads.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Paste response to question here: Where applicable, standardized tests are ordered in the student's home language. For example, students are tested in their home languages for the New York State Mathematics Test as well as Spanish and Chinese on the grade 8 new York State Science Test.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here: Supervisors examine teacher lesson plans and tests as well as observe lessons to ensure that all four modalities of English acquisition are utilized for evaluation throughout the school year.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer

- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here:

6a. SIFE students receive differentiated instruction and participate in the extended day program. In addition, peer tutoring is provided.

6b. Newcomers, 66.86% of our ELLs, are grouped by level and grade for ENL instruction. ENL specialists help them acclimate to their new country, community and school. Moreover, in order to assist ELLs in preparing for the New York State English Language Arts Test they are required to take after one year, they receive additional periods of literacy.

6c. Developing students, 18.34% of our ELLs, are grouped by level and grade for ENL instruction. They work with the ENL specialists on the updated Scholastic Read-180 program which is aligned with the common core curriculum as well as the new NYSESLAT.

6d. Long Term ELLs, 14.79% of our ELLs, are primarily students who have an IEP or are being tested for special education services. As the number of special education students in our school has increased, there has been a corresponding increase in long term ELLs. ENL specialists work collaboratively with special education staff.

6e. Former ELLs up to two years after exiting ELL status, 34.24% of students, are receiving ninety-minutes of support in the core content areas by the ENL specialists working with their subject teachers.

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

Paste response to questions here: All students including those in the re-identified status are constantly monitored by teachers, guidance counselors and supervisors through the use of Skedula. Interventions are made in a timely fashion to ensure that each student receives the services needed.

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

Paste response to question here: ELL-SWDs receive all mandates identified in the IEP, in addition to ENL instruction. ELL-SWDs are scheduled into the appropriate special education program (SETSS, ICT, 12:1:1/12:1, speech) according to their IEP. They are taught by fully licensed special education teachers who are departmentalized. In addition, students are scheduled for ENL by grade and proficiency level based on their NYSESLAT score and taught by fully certified ENL teachers. Where appropriate, an alternate placement paraprofessional who speaks the student's home language attends the ENL class with the student.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here: ELL-SWDs are scheduled for ENL with their peers according to grade level and NYSESLAT scores. Special education classes are programmed so that students can take ENL with their non-disabled peers.

Chart

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

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

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

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



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

Chart

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

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

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

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

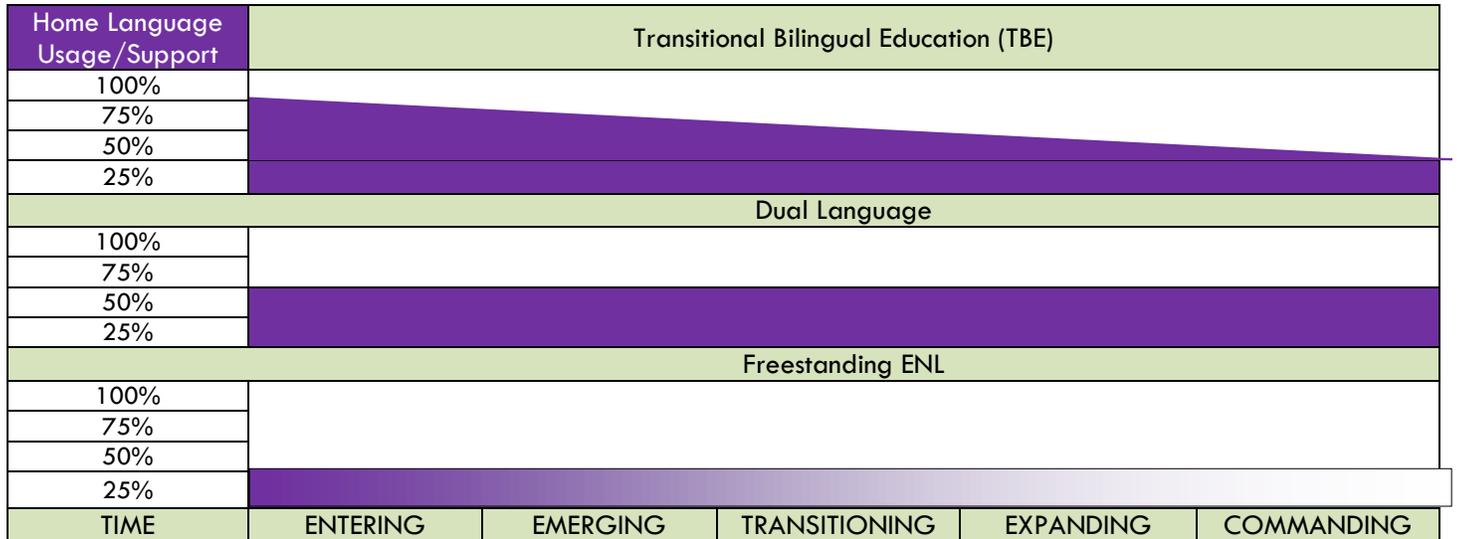


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Paste response to question here: Targeted intervention services include extended day classes in literacy for ELLs. Specifically, these classes which are co-taught by an English language arts and English as a New Language specialist, aim to prepare ELLs for the New York State English Language Arts Test.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Paste response to question here: Our current program seems to be meeting the needs of ELLs based on reports showing that we are meeting our targets as well as by tracking individual student progress.
12. What new programs or improvements will be considered for the upcoming school year?  
Paste response to question here: We are currently looking forward to having our sixth graders participating in E-learn. In this context, all sixth graders, ELLs and non-ELLs alike, will be receiving an iPad. In addition, ELLs will be participating in the Arts Connection Digital DELTA (Developing Language Literacy through the Arts) program; specifically, a theatre artist will be teaming with our ENL teachers. Moreover, a visual artist will be joining our ENL classes; this is made possible through a partnership with Flushing Council on the Arts.
13. What programs/services for ELLs will be discontinued and why?  
Paste response to question here: No programs/services for ELLs will be discontinued. Our programs will only be enhanced.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Paste response to question here: ELLs are involved in all programs offered, including volleyball, musical theatre and various clubs (cooking, chess, movie, for example). The Arts Connection and Flushing Town Hall Grants are examples of supplemental services offered to our ELLs. Title III funding was utilized for a summer program for sixth and seventh grade ELLs and will be used to provide additional afterschool programs for our ELLs during the school year.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Paste response to question here: In addition to appropriate textbooks, classroom libraries and magazines (Time For Kids, Junior Scholastic), Scholastic read-180 is utilized, particularly with our transitioning and expanding ELLs. This computer program allows teachers to test and then customize instruction for each English as a New Language learner.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Paste response to question here: Supplemental home language instruction is provided when a need is identified. Bilingual picture dictionaries in Chinese and Spanish, the primary home languages of our students (71.01% speak Chinese; 18.93% speak Spanish) are available to support our newly arrived ELLs. Additionally, we have for every classroom of ELLs, word-for-word dictionaries in Chinese, Spanish, Korean, etc.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Paste response to question here: Required support services, and resources correspond to ELLs ages and grade levels. Students generally use the same textbooks and other materials as their non-ELL peers.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Paste response to question here: In order to assist newly enrolled students at the beginning of the school year or thereafter, the guidance counselor speaks to them about their classes, the school uniform, the planner and walks them to their class. The teacher then may buddy the student with a classmate who speaks the same language.
19. What language electives are offered to ELLs?  
Paste response to question here: Not applicable.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- Paste response to question here: Not applicable.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Paste response to question here: In order to support the instructional program for ELLs, ongoing professional development to address instructional planning as well as congruency between core content teachers and ENL specialists are conducted either by school or outside staff. For the 2015-16, the following Monday sessions have been scheduled: October 19; December 17; January 22; and April 18. A team of teachers (ENL, science, social studies, English language arts and an assistant principal will be having a professional development session at the Queens North Borough Support Center.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Paste response to question here: Teachers of ELLs meet in curriculum meetings to develop curriculum maps, write/share lessons and prepare performance tasks related to the Common Core Learning Standards. They utilize online resources.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Paste response to question here: Guidance counselors receive training to assist ELLs as they transition from elementary to middle school and/or middle to high school by attending workshops, mostly online. Teachers are provided with information about their students including date of entry, NYSESLAT or NYSITELL scores and teacher reports from their previous school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.  
Paste response to question here: All teachers will be provided professional development for 15% of the total hours; as previously stated four sessions have been scheduled, Oct. 19, Dec. 17, Jan. 22 and April 18. Agendas and attendance records will be kept in our professional development binder. ENL teachers will be provided professional development for 50% of the total hours by a combination of in-house and outside activities. ENL teachers attended an Arts Connection DELTA program session on Friday, October 2 in Manhattan. This will be followed up by monthly reflection sessions with the teaching artist as well as other professional development workshops throughout the twenty-five session program spanning from October until March. A planning session for the Flushing Council on the Arts grant is scheduled for October 20 and professional development is scheduled for October 26 and January 25. Again, records will be kept.

### 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?

Paste response to question here: Annual individual meetings with parents of ELLs to discuss the goals of the program, language development progress, language proficiency assessment results and language development needs in all content areas, are scheduled during the day or on Tuesday afternoons by the ENL teachers. Teachers access translation and interpretation programs on their iPads as needed. A record of these meetings is kept by each ENL teacher.

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

Paste response here:

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

Paste response here: Monthly parent workshops are planned by our parent coordinator. Topics include high school admission, social studies exit project, how to communicate with your child, homework help, science exit project, assessments, reading/writing, preparation for the next grade and summer vacation. A student translation team is available to speak with groups of parents in their home language.

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

Paste response to question here: Our school partners with Flushing Council on the Arts as well as the YMCA Beacon Program. Both organizations provide workshops and/or services for ELL parents. For example, adult ESL, citizenship and computer classes are offered by the YMCA Beacon Program. Flushing Council on the Arts offers parents discount tickets to performances as well as exhibits. These organizations have bilingual staff available.

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

Paste response to question here: Parents are given opportunities to articulate their needs/interests both in formal and informal settings. Surveys translated into Mandarin, Korean and Spanish are distributed at monthly parent meetings and reviewed by the Parent Coordinator.

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

Paste response to question here: Parent involvement activities are planned around the needs/interests that parents have articulated. A student translation team supports the home language needs so that effective communication can occur. In addition, bilingual staff (Chia Mizutani, Lance Peltzer, Michael Cao, Claude Morell, Paul Park, Luis Saltos, Sewoong Youn, etc.) assist with translation as does the Department of Education Translation Services. As parents have requested additional assistance with the high school admission process, we are offering workshops at different times during the day as well as the evening.

### D. Additional Information

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

Paste response here:

**School Name: Daniel Carter Beard JHS**

**School DBN: 25Q189**

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)
Cindy Diaz Burgos	Principal		10/6/15
George Fitting	Assistant Principal		10/6/15
Christine Colligan	Parent Coordinator		10/6/15
Dorina Sferrazza	ENL/Bilingual Teacher		10/6/15
	Parent		
Adam Frank/Science	Teacher/Subject Area		10/6/15
Michelle Bugay/ENL Teacher	Teacher/Subject Area		10/6/15
	Coach		
	Coach		
Chia Mizutani	School Counselor		10/6/15
Danielle DiMango	Superintendent		10/6/15
Maria Vasillou Rozos	Borough Field Support Center Staff Member		10/6/15
Denise Healey	Other <u>AP, I.A.</u>		10/6/15
	Other _____		
	Other _____		



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **25Q189** School Name: **Daniel Carter Bear**  
Superintendent: **Danielle DiMang**

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

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

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

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

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

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

Parents indicate their language preference for written and oral communication on the HLIS and the Emergency Contact cards. Additionally, we check and enter the language preference on ATS. We obtain this data at the beginning of each school year, or when a student initially enters our school, and use it to facilitate effective communication with parents throughout the year.

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.

After analyzing the data described above, we have found that an overwhelming majority of our parents require written and oral translation in Mandarin, Cantonese, or other Chinese dialect (353) and Spanish (143). In addition, 26 parents require translation in Korean, 17 parents require translation in Urdu, 16 parents require translation in Bengali, 11 parents require translation in Punjabi, 7 parents require translation in Dari/Farsi/Persian, 5 parents require translation in Pashto and Philipino, 4 parents require translation in Hindi, 2 parents require translation in French and Haitian Creole, and 1 parent requires translation in each of the following languages: Albanian, Arabic, Burmese, Indonesian, Khoisan, Moldavian, Russian, Serbo-Croatian, Tibetan, and Ukranian.

## **Part B: Creating a Communications Calendar**

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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.)

Documents that are distributed to families each school year include:

- a. school calendar (electronically via Skedula) - monthly
- b. parent-teacher conference notices - four times a year in September, November, March, and May
- c. information regarding high school admission process -
- d. NY State testing dates- April - June
- e. Title I Parent Bill of Rights (shared with parents via Skedula) - in the beginning of the year

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.

- a. Parent teacher conferences: 9/16/15, 11/17/15, 3/17/16, 5/11/16
- b. Parent workshops: 10/7/15, 10/14/15, 11/17/15, 12/16/15, 1/13/16, 2/10/16, 3/17/16, 4/20/16, 5/11/16, 6/15/16
- c. informal parent-teacher meetings: weekly on Tuesday afternoons (as needed)
- d. Dean/Guidance counselor meetings with parents (as needed)
- e. IEP meetings (as needed)

## **Part C: Providing Language Assistance Services**

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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.

Documents that require translation are sent home to parents either in their native language, if Chinese, Korean, or Spanish, and in English with a stamp that indicates that the document should be translated. Written translation services are provided by in house staff as well as by Google translate.

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.

Parents are encouraged to bring translators to meetings with teachers and staff at JHS 189. Bilingual staff members, as well as our student translation team, are utilized to provide in house translation services. When needed, over-the-phone interpreters via the Translation and Interpretation Unit are also utilized.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

Interpretation services like the NYCDOE Translation & Interpretation brochure, Language ID Guide, and Language Palm Card are all shared with staff via Google Drive.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

All the requirements of Section VII of the Chancellor's Regulations A-663 regarding notification requirements for translation and interpretation services are reviewed each year to ensure that they are in place. Specifically, translated versions of the Parent Bill of Rights and Responsibilities are provided to parents who require language assistance; a sign is posted near the primary entrance to the school building indicating the availability of interpretation services; our safety plan includes procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers; parents of students who speak a primary language other than English or a covered language shall obtain from the Translation and Interpretation Unit, a translation into such language of the signage and forms required.

#### **Part F: Monitoring and Quality Control**

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

We will gather feedback from parents through the use of a parent survey that is distributed to parents at the beginning of the school year and at the end of the school year. Our parent coordinator meets monthly with the PTA to assess the needs of the parent community.