



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	27Q226
School Name:	J.H.S. 226 VIRGIL I. GRISSOM
Principal:	RUSHELL WHITE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Virgil I. Grissom, Middle School 226 School Number (DBN): 27Q226
6, 7 & 8

Grades Served: _____

School Address: 121-10 Rockaway Boulevard, South Ozone Park, NY 11420

Phone Number: 718-843-2260 Fax: 718-835-6317

School Contact Person: Rushell White Email Address: rwhite11@schools.nyc.gov

Principal: Rushell White

UFT Chapter Leader: Zev Angelou

Parents' Association President: Karen Rochard

SLT Chairperson: Juliet Adams

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Claudia Bethea

Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton

Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416 - Room 201

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

Phone Number: 718-642-5770 Fax: 718-642-5705

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks

Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416

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

Phone Number: 718) 281-3259

Fax: 718-642-5705

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rushell White	*Principal or Designee	
Zev Angelou	*UFT Chapter Leader or Designee	
Karen Rochard	*PA/PTA President or Designated Co-President	
Kim Marchione	DC 37 Representative (staff), if applicable	
Claudia Bethea	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Deidre Carter	Member/	
Debbie Singh	Member/	
Tyna Bullen	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alethia Shaw	Member/	
Margret Premus	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Mission Statement:

Middle School 226, aptly named the Virgil I. Grissom Middle School, focuses on exploratory learning experiences, which allow our students to "reach for the stars". With this in mind, MS 226 is organized into four learning communities – The Discovery and Exploration Academy, Visionaries Academy for Science and Technology, Humanities Academy for Performing Arts and the Renaissance Academy for Broadcast Journalism. These learning communities allow our teachers to better meet the needs of each individual student while allowing maximum learning to take place in small learning environments. There is an emphasis that is placed on literacy in all subjects, as well as hands-on experiential learning. Technology is integrated into every aspect of the curriculum, which allows our children to learn beyond the walls of the classroom. The staff of the Virgil I. Grissom Middle School is dedicated to educating students in various academic stages, as well as fostering their personal and social development.

Our Learning Communities:

The Discovery and Exploration Academy – This hub for 6th graders, allows students to explore the Junior High School experience through rigor, discipline, creativity, and culture aligned to the Common Core State Standards.

The Humanities Academy for Performing Arts – This academy showcases the talent in our youngsters with quarterly performances and displays in music, art, dance, poetry, drama while continuing to engage students in academic rigor around the Common Core Learning Standards.

The Renaissance Academy for Broadcast Journalism – The academy engages students in print and digital media. Students utilize elements of print and digital media to develop projects and displays in student newspaper, video broadcast, student magazine, while continuing to engage students in academic rigor around the Common Core Learning Standards.

The Visionaries Academy for Science and Technology – Students in this academy utilize science technology to develop projects in web design, science projects, computer programs, Power Point projects, and video gaming while continuing to engage in academic rigor around the Common Core Learning Standards.

Our Partnerships:

PENCIL's Partnership Program builds and supports customized, long-term relationships between business volunteers and public school principals to inspire innovation and improve student achievement. We have been proud to be partnered with the JP Morgan Chase Co. for the past three years. Our students have hosted representatives and visited their offices in Manhattan on several occasions. Our school was recognized for Partnerships that Work at June 12, 2014 a Pencil Benefit Dinner and featured on the Pencil website.

Alvin Ailey American Dance Theater Arts in Education is a part of the M.S. 226 family where they often perform for our students and help them choreograph dance moves and routines in our after school club activity.

RUSH Philanthropic Arts Foundation has been embedded in our curriculum for the past three years and has produced our RUSH Art Gallery where student work is celebrated and displayed in our in house art museum. This year the RUSH

artists are working exclusively with the 6th grade, in class cycles, exposing them to different mediums of art. In addition, Rush extends on the after school program to develop murals based on the theme being studied for that year.

Jeffrey Gamble- Photography Residency for 7th grade students. 7th Grade students in the Renaissance Academy are provided with photography workshops on how to utilize digital cameras to capture images to demonstrate chosen themes.

Collaboration with August Martin High School for High School Credit- 8th Grade students attend Saturday Intervention Academy at August Martin High School where they engage in English and Math Intervention and a High School CTE program for journalism.

Renaissance Academy for Broadcast Journalism collaborates with OYIN Broadcast Journalism Consultants who teach students various elements of acting, directing, lighting and producing film.

Queensborough /Oasis Summer Camp and Academic Enrichment Program- This program comes to us through the 21st Century Grant. This program provides academic intervention to our students from members of the Queens borough Community College two days a week for two hours and on Saturdays for 5 hours. Students study on school site during the weekdays and on the college campus on Saturdays. The program goes through the summer and is 5 days week for 5 hours each day. Students engage in academic intervention and enrichment studies.

Debate Club - Attorney Richard Celestin has worked with our school for the past three years. He has developed a debate curriculum that covers Supreme Court cases and is used to prepare our students to engage in an end of year debate competition against students in other middle schools in the city. Our students took home all three prizes at the debate competition held at St. John's University in June of 2014.

The New York Historical Society Museum - provides our school with rigorous and engaging curriculum for various 7th and 8th grade classes which brings history to life. A representative from the museum collaborates with teachers and pushes into classes to engage students in analyzing artifacts from the museum and creating artifacts for the school's museum display.

Urban Advantage and the American Museum of Natural History - continues to be a strong partnership for our Science Department. Various teachers are trained by Urban Advantage specialists in implementing a rigorous curriculum in science.

Special Initiatives:

At Middle School 226 we strive to engage our students in life changing activities. During the 2014-2015 school year, the entire student body, by grade, was heralded off to an all-day Anti-Bullying Affair hosted at Connecticut's Club Getaway. This educational activity is aligned with the "Trust" segment of the Framework for Great Schools as students received tutorials on the effects of bullying, combating negative behavior and a variety of team building exercises. Numerous members of the staff and parents attended as well . Another trip is being planned for October 2015 due to the positive effect the trip had on our school environment.

On a monthly basis our students with perfect attendance and those earning Honor Roll status with a 90% or better GPA are celebrated at each Parent Association Meeting. The administration is proud to create strong family-community ties by treating students and parents to food and refreshments along with their award. It is customary that all award winning students take the stage for a group picture. Pictures are posted every month on the Perfect Attendance Bulletin Board outside of the main office.

In order to continue to meet the needs of our students outside the classroom, we have recruited our teachers and consultants to teach and coach the following Club Activities after school.

Her Story Club Debate Club
Indian Dance Club Jr. Knicks Basketball Club
Modern Dance Club Soccer Club
Boys and Girls Basketball Club Student Government Club
Musical Band Club Save the Animals Nature Club
Rockets Cheerleading Club Young Men's Leadership Group Club

Realizing the importance of providing extra resources and help to our struggling students we have created an Academic Intervention Service program to assist these targeted students and improve student achievement. While open to all, identified students were encouraged to attend this after school program as teachers examined school data and provided an opportunities for students to receive rigorous instruction specifically tailored to meet their needs. This free program services our students two days a week for 2 hours and on Saturday for 3 hours.

An element in the Framework for Great Schools involves effective school leadership. This educational initiative is addressed by meeting the needs of students who are exceeding standards based on New York State Education Department. The administration has put into place Advanced Regents Preparatory Classes in Math, Science, Social Studies, Spanish and English. Students begin their studies in the 6th grade and are advanced to the 7th and 8th grade. After completing the curriculum in the 8th grade, students sit for the High School Regents exams in the Common Core Algebra 1 Math, Earth Science, Living Environment Regents, and the LOTE in Spanish. We also engage students in strategies to assist them in taking and passing the Specialized High Schools Admissions Test.

Challenges We Are Preparing To Meet:

We believe our academic dedication to Danielson's Rubric 3c- Engaging Students In Learning, by the school staff will provide the classroom structure needed not only to achieve on exams but to curb classroom disruptions. Furthermore, our Anti-Bullying initiatives during our monthly Town Hall Meetings with each Academy will continue to bring the necessary awareness to this cause. Professional development opportunities will also be afforded to our teachers to be collaborative partners and to provide them with the skills to best handle difficult situations and challenging environments. In addition, the Educational Consultant agency known as CITE, will also be working with a select few educators to meet our school's goals.

Our Parent Association President has continued to vow her dedication to increase the engagement by our community through letters home, school wide phone calls, creating specialized workshops for parents, altering times of her personal work schedule to meet with parents and to attend all school functions as a vital member of our team. As a staff, teachers and administrators continue to call and invite parents to attend all school functions. By continuing to alter our learning environment and embracing the needs of the community we feel that attendance will continue to maintain and increase over the course of the year.

During the 2014-2015 school year, staff embraced the new initiatives set forth by the administration and assisted in developing, implementing, monitoring and evaluating formative & summative assessments. Teachers and administrators participated in workshops that align the curriculum and the school wide administered assessments. The data from these assessments informed teachers of specific data to refine their curriculum and lesson plans. Student improvement was also achieved through teacher planning as assessment data was used for student grouping and differentiation of instruction. For the 2015-2016 school year we will deepen this work by ensuring the analysis of assessment results leads to highly effective teaching practices across the vast majority of classrooms.

27Q226 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1047	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	24	# SETSS	N/A	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	11	# Drama	N/A
# Foreign Language	18	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	72.4%	% Attendance Rate			94.4%
% Free Lunch	75.2%	% Reduced Lunch			6.9%
% Limited English Proficient	5.8%	% Students with Disabilities			20.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	18.3%	% Black or African American			39.8%
% Hispanic or Latino	19.8%	% Asian or Native Hawaiian/Pacific Islander			21.3%
% White	0.7%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)			5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			12.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			8.2
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.9%	Mathematics Performance at levels 3 & 4			16.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			36.1%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	YES	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
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	YES	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
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	YES	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			NO
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	e
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	e
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	e
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	e
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>We have achieved our goal for rigorous instruction in previous years and would like to continue pushing all members of our staff forward and set the expectations higher within our culture for learning. Previous Quality Review Reports identify some of the following strengths:</p> <p>Classrooms reveal the engaging and meaningful discussions as teachers utilize different strategies of Blooms’ Taxonomy for Questioning.</p> <p>Administration elicits assistance from dedicated educators to organize a Career Day & College Fair Day. These events allow students to make connections to what they are studying now and how that influences their potential career choices.</p> <p>Nearly all classrooms possess a technology element (SMARTBOARD, movable projector & laptop, set of computers, rolling computer cart, etc.) that is readily available for teacher and student use. Teachers are given professional development opportunities to participate in workshops that highlight the incorporation of this educational tool. Language arts educators have been trained in the application and usage of the online reading program MyOn which provides students with the opportunity to read independent novels on their reading level. Minor subject educators (Health, Physical Education, Spanish and Music) are also employing technology into their lessons and teaching practice.</p>		

These additional elements in the curriculum have yielded an improvement in the school's performance on the 2015 Language arts exam.

Administration continues to focus on tenet 2: School Leadership Practices and Decisions. The goal is to provide professional development for all educators on the Danielson Framework and how it can be applied to each specific curriculum. These activities are enacted during Monday's Professional Development period and during various Lunch & Learns during the course of the day. In addition, outside providers have been enlisted to continue to hone our teacher's skills on this topic.

Our Next Step for Improvement:

Based on our preliminary ratings from our 2014-2015 Quality review, we are developing in the area of pedagogy. As a result, the school administration will focus on tenet 3: Curriculum Development and Support. Teachers will continue to be involved in the process of devising professional learning opportunities and topics as administrators identify specific teaching/curriculum areas to address. Administrators will share best practices with staff, as they view the educators throughout the building. In addition, they will highlight and provide opportunities for sharing of these practices during workshops. The opportunities and activities should help us develop a coherent set of beliefs about how students learn and as a result students will produce meaningful work products that indicate student achievement.

Part 2 – Annual Goal

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

By June 2016, 100% of all teachers will develop, implement, monitor and evaluate formative and summative assessments to ensure alignment between curriculum and assessments as evidenced by a 6% increase of improvement in student proficiency levels in Language Arts, Mathematics, Science & Social Studies on end of year assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams (grade & subject) will refine the baseline and interim assessments previously created. Teachers will ensure that the rigor of the assessment questions reflect how the standard is assessed on the New York State Exams. The school will treat all interim assessments as if they are the actual NYS Common Core exam and enact all state protocols (i.e. time specific, signing sheets, special education students</p>	<p>Teachers Students</p>	<p>9/2015 – 6/2016</p>	<p>Administration Teachers CITE Consultants</p>

<p>receiving extra time, special location, scribes, etc.). Awareness of upcoming assessments will be apparent in all classrooms throughout the building. The many nuances of each state exam will be addressed well before the test is issued. This preparation ensures for a smooth, structured and orderly day of testing. Administrators will monitor this activity by conducting learning walks.</p> <p>Administration will provide professional learning opportunities for all teachers. Supervisors will provide teachers with weekly support as teacher teams meet to analyze students' work product and improve teacher practice.</p> <p>Teachers will engage in monthly professional learning opportunities on implementing the new curricula and ensuring that the activities are aligned to Common Core Learning Standards (CCLS). This will be monitored and recorded in the school's recorded Professional Development Log.</p> <p>Selected teachers will provide accelerated enrichment to Advanced Regents Preparatory (ARP) students after school using ARP materials in Math, Science and Spanish.</p>			
<p>Teachers and administrators will continuously examine all of our students with disabilities (SWDs), English Language Learners (ELLs) and our other high need</p>	<p>SWDs ELLs</p>	<p>9/2015 – 6/2016</p>	<p>Teachers who support students with high needs Guidance Counselors Dean</p>

<p>student subgroups by using assessment data from ARIS, school wide quarterly data, NYSLAT information, SESIS and classroom assessments. Guidance counselors and other support personnel will be enlisted to assist in meeting the needs of these students, both educationally & socially. Administrators will monitor these activities during cycles of observations and through formal observations of all educators in the building.</p> <p>Teachers will provide Response to Intervention methods in ELA and Math to Level 1 and 2 students. Students falling in this category have been invited to attend the school's after-school program that specifically addresses their needs. SWD and ELL Students will be monitored through the use of assessments. Data will inform professional development to meet teacher needs in order for teachers to meet student needs. Administration will monitor the attendance of students at these activities and have teachers contact students and their parents in need of attending. Teachers will accomplish this task during Tuesdays parental outreach segment of their schedule.</p>			
<p>Parent notification exists through the school's monthly newsletter which details the many events their child will be participating in for that</p>	<p>Parents/ guardians</p>	<p>9/2015 – 6/2016</p>	<p>Administration Teachers</p>

<p>specific month. All simulated and state exams are listed.</p> <p>Letters sent home provide information on how to support their child leading up to each exam, and especially the morning of all exams (both school & state).</p> <p>Professional Workshops will be conducted at Parent Association Meeting to give parents an in depth view of the exams their child will be taking.</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
TEACHBOOST computer program, Skedula , Imagine Learning, Sound Reading, VMath, Science and Math Regents Prep Materials, Outside providers: CITE The Danielson Framework, Consistent and timely feedback											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 100% of all teachers will develop, implement, monitor and evaluate formative and summative assessments to ensure alignment between curriculum and assessments. As a result, there will be a 3% increase of improvement in student proficiency levels on the end of year assessment in June 2016.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
	Tenet 5 Statement of Practice (SOP) Addressed	HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	e
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	e
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	d
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	e
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school leader will continue to put in place systems that provide social and emotional support such as:</p> <p>Monthly school/community events organized by our community associate and parent coordinator who are active in the community.</p> <p>Conduct School Safety Meetings in which all school constituents within the building will attend. These meetings have become a place where best practices are shared, problems identified and solutions put into place.</p> <p>Conduct monthly town-hall meetings to ensure that students are provided opportunities to share in the process of creating a safe environment for all.</p> <p>All constituents will utilize data to engage students and meet their needs whether academically or socially. Teachers will utilize data from assessments to individualize instruction for students. Deans, A.P.’s, and Guidance counselors will utilize data from attendance, iLog, Datacatation/Skedula information provided by teachers, parent conferences, ATS data among other sources to provide intervention (guidance, academic, etc.) to meet student needs.</p> <p>The HEDI rating of developing in section 5.4 provided an opportunity for school leaders to develop various systems, as previously mentioned, to be put into place to improve the overall atmosphere within the school and surrounding community. In addition, it has also created a more supportive environment for by students and staff. As noted in the</p>		

2014/2015 Quality Review (Section 3.4- High Expectations), the reviewer labeled this section as proficient by stating: School leaders have a system of accountability for holding staff accountable. Students and families gain information and support about student strengths and next steps and all are aware of the school's instructional expectations.

Though our suspension rates decreased significantly over the past two years, we realize that a sense of ownership for providing social and emotional developmental health supports are not tied to the school's vision and this is our area of improvement. In a collaborative effort, we need to ensure a supportive environment. The school community will continue to develop a common understanding of the importance of each members' contributions in creating a school community that is safe, and conducive to learning,

Part 2 – Annual Goal

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

By June 2016, the number of students receiving a principal suspension will decrease by 5% as evidenced by reports entered into the OORS system.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>CITE representatives conduct staff professional development using the latest research tool on classroom management. In addition, these representatives have been enlisted to work with specific educators to assist them with classroom management strategies. Administrators will collaborate with representatives to monitor the progress of the</p>	<p>Students</p>	<p>9/2015-6/2016</p>	<p>Administration CITE Consultants Dean</p>

educators chosen for this initiative.

Teachers will also engage our school's PBIS initiative to reinforce the following:

- * Students receive STARBUCKS for displaying positive behavior qualities, as outlined on the matrix.

- * Teachers will work with PBIS team members to gain strategies in implementing the program and monitor progress monthly.

- * Teachers will reward students with Starbucks for effectively demonstrating PBIS qualities.

- * Starbuck store will be monitored weekly and managed by PBIS Team Leaders.

- * Dean will review monthly infractions and work with Supervisor of Safety and Security to appropriately address issues. This information will be shared at monthly School Safety Meetings as a way to further improve and monitor its progress.

- * Dean and School Conflict Resolution Representatives will provide ongoing support.

- * Academy Town-Hall Meetings will enlist the assistance of student generated presentations to address the successful initiatives (anti-bullying) being applied and address new issues that arise.

<p>Assistant Principal assigned to supervise ELLs and SWDs will collaborate with teachers weekly to assess and evaluate the progress of programs being utilized to address these students' needs.</p> <p>Students with disabilities, ELL students and our high need student subgroup have been scheduled for Guidance Intervention. Students are regularly monitored and counseled by our guidance team.</p>	<p>SWDs ELLs</p>	<p>9/2015-6/2016</p>	<p>Administration Guidance Team Teachers Dean</p>
<p>Parents receive monthly newsletters which highlight the improvements that exist throughout the school's community. In addition, parents are provided daily updates about the progress of their students through the Skedula program. Finally, parents are informed of issues that exist when they attend the monthly Parent Association Meetings and the weekly Tuesday Extended Parent Conversation opportunities. Teachers are required to keep detailed logs of their correspondence, which administrators will monitor and discuss next steps for the teachers they supervise.</p>	<p>All Parents</p>	<p>9/2015-9/2016</p>	<p>Administration and teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Assistant Principals will provide Professional Learning Opportunities. The school's Dean of Students will provide Professional Learning Opportunities. CITE representatives will provide Professional Learning Opportunities and link with specific educators in need. Teachers and students will collaborate to create monthly newsletters. Community Partners will present during the monthly town hall meetings.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

<p>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.</p> <p>By February 2016, there will be a 2% decrease in principal’s suspension rates as evidenced in OORS.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	d
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	d
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	d
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	e
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school leader is strong and has set systems in place that allow for collaboration. As a result, we have acquired the following strengths:</p> <ul style="list-style-type: none"> * Structured schedules have been generated and disseminated to the staff on when to meet for inquiry purposes. * Professional development was administered to the entire staff on examining student work. Teachers were engaged in identifying rigorous tasks, strength of teacher feedback, relevance of next steps, clarity of rubric, use of rubric language in feedback and what are the overall next steps for assignment/task improvement. * Administrators provide continuous professional development on all Domains, with specific emphasis on Component 3c- Engaging Students in Learning, 3b- Questioning and Discussion Techniques, 1e- Designing Coherent Instruction. In addition, administration has recruited several teacher leaders (Peer Instructional Coaches [3] and Demonstration Teachers [2] to conduct similar workshops. <p>Though many teachers inform planning and foster student participation in their classrooms, coherency is still not at a level that fosters achievement for all students. Some of our next steps are to:</p> <ul style="list-style-type: none"> * Develop and enforce a set of clear expectations of what needs to exist in an inquiry group. Protocols will be established for the inquiry process. These will be generated in forms to be used such as rubrics for examining student work, attendance and minutes being generated. 		

* Administration will visit inquiry groups during their scheduled time to participate and provide additional feedback on this initiative.

* Teachers will be encouraged to correspond with each other through email & Skedula as an alternate method of sharing best practices.

* Administrators will analyze data from student assessments and provide individualized professional development to meet teacher needs.

As a result of these initiatives the recent Quality Review (2014/2015) has yielded proficiency ratings in following Quality Indicators:

1.2 Pedagogy:

Findings

Across classrooms, pedagogy is aligned to the curricula and reflects a school wide belief about how students learn best that is aligned to the Danielson Framework for Teaching through high levels of student discussion and engagement.

Impact

There is implementation of multiple entry points, consistent student engagement by learners, including students with disabilities and English language learners, in appropriately challenging tasks and demonstration of higher order thinking skills in all student work products.

1.1 Curriculum:

Findings

Curricula are aligned to the Common Core Learning Standards. Teachers plan and revise units of study and create rigorous tasks based on data and incorporate other resources to strengthen them.

Impact

Curricula decisions work to build coherence and to meet students at their entry points. Academic tasks enable students to utilize higher order thinking skills and to develop rigorous habits to have college and career readiness.

4.2 Teacher Teams and Leadership Development:

Findings

Across the school, horizontal and vertical teams engage structured, inquiry based professional collaborations analyzing assessment data and student work.

Impact

Inquiry based professional collaborations result in improved pedagogy, coherent implementation of the Common Core Learning Standards and student progress.

Part 2 – Annual Goal

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

By June 2016, teachers will analyze student work and data from interim assessments to develop rigorous and engaging tasks. This will be evidenced by a 10% increase of teachers being rated effective in Danielson Framework component 3b- Engaging Students in Learning compared to their ratings in October 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional development will be available and administered to all teachers on how to improve their classroom practice on engaging students in learning. This instructional focus will extend</p>	<p>Teachers</p>	<p>9/2015 – 6/2016</p>	<p>Administration CITE Consultants</p>

<p>throughout the school year and professional learning opportunities will be offered by many different constituents from our community of educators. Administrators will monitor this activity and results through observational methods (i.e. formal observations, learning walks and cycles of observations, etc.).</p> <p>Outside providers (CITE) will be working with specifically selected teachers, on a cycle, to provide them with additional classroom support in lesson development, pacing, questioning and engaging task/assignment development.</p> <p>Peer Instructional Coaches and Demonstration Teachers will provide ongoing instructional support for teachers based on assessment data and observation feedback.</p> <p>Administrators will ensure teacher teams participate in monthly professional learning opportunities on providing effective feedback to teachers using Danielson’s rubric to improve teacher practice. Administrators monitor and receive formal documents pertaining to the meetings topics and next steps for improvement.</p>			
<p>The ELL Coordinator, Supervisor for SWD and ELL students</p> <p>will conduct monthly professional development</p>	<p>Teachers of ELLs and/or SWDs</p>	<p>9/2015-6/2016</p>	<p>Administration</p>

<p>on strategies in testing, communicating with families, SESIS information, use of graphic organizers, online resources, computer programs for speaking, VMath, Imagine Learning, myON, Sound Reading Program and others to engage SWD and ELL students. Supervisors and teachers will analyze data from these researched based programs to provide individualized professional development for all teachers of SWD and ELL students.</p>			
<p>Parents will also be provided daily information during this time by teachers through the Skedula computer system. This system allows parents to view their child's grades, performance, homework, etc. In addition, it gives teachers and parents an open line of communication via email. Teachers will use Tuesday's after school time to collaborate with fellow educators and schedule meetings with parents to discuss academic and behavioral issues. Teachers are also instructed to log all information for supervisory inspection.</p>	<p>Parents</p>	<p>9/2015-6/2016</p>	<p>Administration Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Cabinet meetings with Principal and Assistant Principals will be a forum where all administrators can share their views of the teacher and student progress using data from various sources including OORS, unit and interim assessments, and observations. Administrators will monitor and revise school action plans and make all necessary adjustments needed to meet our goals.</p>

Consultants such as CITE will provide structured and targeted professional learning opportunities for all teachers.

Administration will collaborate with ELL coordinator and teachers of Students with Disability to develop strategies on engaging students in learning.

Administrators will participate in monthly professional learning opportunities on providing effective feedback to teachers using Danielson’s rubric to improve teacher practice.

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

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

Part 5 – Progress Monitoring

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

By February 2016, teachers will analyze student work and data from interim assessments to develop rigorous and engaging tasks. This will be evidenced by a 5% increase of teachers being rated effective in Danielson Framework component 3c. Engaging Students in Learning compared to their ratings in October 2015.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	e
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	e
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	e
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	e
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Results from our 2014-2015 Quality Review suggest that the school leader is proficient in making strategic decisions as well as establishing and communicating high expectations to staff, students, and families and provide supports to achieve those expectations. Continual use and training on Skedula/Datcatction allows for parents, teachers and administration to track student progress. Teacher practice is also examined with the aid of Teachboost and Advance. There is a system of accountability for high expectations but a culture of mutual accountability for these high expectations is what we need to further develop.</p> <p>Reflecting on Advance data, we understand that though leaders communicate a unified set of expectations to teachers, parents and students, teachers are not effectively communicating these expectations to all students. Leaders need to ensure that they support teachers in providing clear, focused, and effective feedback as well as guidance/advisement supports to ensure that students, including high need subgroups, own their education experience. Leaders need to work on supporting teachers not only with developing assessments and monitoring of student learning but also in providing feedback to students and making student self-assessors and self monitoring.</p> <p>Additionally, as noted by the reviewer in the 2014/2015 Quality Review administration has improved the Quality Indicator 2.2 on Assessment practices:</p>		

Findings

Across classrooms, teachers use or create assessments, rubrics and grading policies that are aligned to the school's curricula. The school uses common assessments to determine student progress toward goals across grades and subject areas.

Impact

Teachers provide actionable feedback to students and teachers regarding student achievement. The use of assessments has led to actionable next steps so students are aware of areas of need of improvement and teachers use data to inform instruction and grouping of students.

Part 2 – Annual Goal

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

By June 2016, school leaders will support teachers using the Danielson Framework for teaching by providing effective feedback as evidenced in a 5% increase of teachers rating effective in component 3d Using Assessment in Instruction compared to their ratings in October 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administrators will use the TEACHBOOST computer program</p> <p>to schedule and log all teacher observations for the 2015/2016 school year. This educational tool allows administrators to provide teachers with instant feedback through email.</p> <p>Administrators will conduct professional learning sessions on the competencies of the Danielson Framework that will be observed in a viewed lesson. Daily instructional</p>	<p>Administrators</p> <p>All teachers</p>	<p>9/2015-6/2016</p>	<p>Principal</p> <p>CITE Consultants</p>

walk-throughs reveal implementations of these shared practices.

Administrators are able to track the progress of students and teachers through the Skedula software. This results in creating and/or modifying upcoming professional development to meet the needs of one or more teachers. Administrators hold quarterly meetings with educators to review grading policies and proper adherence to school goals.

The adjustment to all assistant principals' schedule, 10:00AM to 2:00PM in classrooms, will provide administration with additional source material to examine at weekly cabinet meetings. The information will be a true insight to the pulse of the school, what classroom practices are succeeding, where structures need to be placed and how initiatives are progressing. As an administrative team, we'll be able to competently make decisions on the next steps for curriculum, testing, lesson planning, questioning and improving student learning through engaging practices.

Outside providers (CITE) will be enlisted to assist teachers identified by administration in need of assistance in classroom management and/or engaging students in learning strategies.

<p>Administrators will address our students with disabilities,</p> <p>ELL's and our other high need student subgroups by analyzing assessment data, school wide quarterly data, interim assessments, Skedula, NYSESLAT information, SESIS and classroom assessments.</p> <p>Analysis of the data will assist in creating individualized monthly professional development opportunity for teachers of SWD and ELL's.</p> <p>Guidance counselors and other support personnel will be enlisted to assist in meeting the needs of these students, both educationally & socially with presentations to teacher and students as well as student group meetings.</p>	<p>Teachers of SWDs and/or ELLs</p>	<p>9/2015-6/2016</p>	<p>Administration</p>
<p>Parents will be provided daily information by teachers through the Skedula computer system. This system allows parents to view their child's grades, performance, homework, etc. In addition, it gives administrators, teachers and parents an open line of communication via email. Teachers will use Tuesday's after school time to collaborate with fellow educators and schedule meetings with parents to discuss academic and behavioral issues. Teacher logs are reviewed by administrators to ensure this activity is conducted in proper form.</p>	<p>Parents</p>	<p>9/2015 -6/2016</p>	<p>Administration</p> <p>Teachers</p>

Parents are also informed of opportunities for student engagement in our monthly newsletters created by teachers and students.			

Part 4 – Budget and Resource Alignment

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

Assistant Principals will provide the professional development for all educators in the building prior to administering state exams.

CITE representatives will conduct weekly professional development for individual teachers to meet their needs.

Letters are routinely sent home to parents on the subject of testing.

All exams are identified in the school’s monthly newsletter

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

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

Part 5 – Progress Monitoring

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

By February 2016, school leaders will support teachers using the Danielson Framework for teaching by providing effective feedback as evidenced in a 2% increase of teachers rating effective in component 3d Using Assessment in Instruction compared to their ratings in October 2015.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	e
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	e
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	e
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	e
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reports from previous administrative walk-throughs and quality reviews suggest that we are effective in developing relationships with community services to address identified family needs. We have a community associate and parent coordinator who actively engages the community with monthly school/community events.</p> <p>As a priority need for improving strong family and community ties we would like to continue to improve parental attendance at all school functions. Possible next steps are to provide more professional learning opportunities for staff on developing partnerships with families and the wider community. Also to become highly effective in family and community engagement, we will like to monitor partnerships and feedback from staff, family and the community to increase that aid families in supporting student achievement.</p> <p>As noted by the reviewer on the 2014/2015 Quality Review, the Quality Indicator 3.4 (High Expectations) has achieved proficiency based on the following improvements:</p> <p>Findings</p> <p>School leaders consistently communicate high expectations for teaching and professional learning that is connected to a path of college and career readiness. The school provides students and families with multiple opportunities to learn about student progress.</p> <p>Impact</p>		

School leaders have a system of accountability for holding staff accountable. Students and families gain information and support about student strengths and next steps and all are aware of the school's instructional expectations.

Part 2 – Annual Goal

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

By June 2016, there will be a 10% increase in parent attendance to monthly Parent Teacher Association Meetings. This information will be amassed by comparing attendance sheets to the 2015 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In addition to assessment refinement, planning and identifying best practices, teacher teams discuss students academic and social progress. During this time, teachers finalize information that will be shared with parents. This educational protocol is constantly checked and monitored by administration.</p> <p>Teachers that are a part of the Parent Teacher</p>	<p>Parents</p> <p>Students</p>	<p>9/2015 – 6/2016</p>	<p>Parent Association</p> <p>Parent Coordinator</p> <p>Community Associate,</p> <p>Administration</p>

<p>Association conducts monthly meetings for parents where the following events and professional learning opportunities are conducted:</p> <p>Students recognized for perfect attendance.</p> <p>Game Night is announced.</p> <p>Thanksgiving Dinner with local shelter was conducted.</p> <p>Financial Planning Workshop</p> <p>Workshops for ELL Parents</p> <p>Father & Daughter Dance</p> <p>Assistant Principal(s) conduct workshops on the school's curriculum, school policies, state exam information, etc.</p> <p>Parent Coordinator and Parent Association president utilize the school's Messenger System which calls all phone numbers of our students and alerts them of upcoming events and meetings. In addition, they send fliers home with students as well.</p>			
<p>Administrators and teachers address our students with disabilities, ELL's and our other high need student subgroups</p> <p>by analyzing assessment data, school wide quarterly data,</p> <p>interim assessments, Skedula, NYSESLAT</p>	<p>Teachers and Parents of SWD and/or ELLS</p>	<p>9/2015 – 6/2016</p>	<p>Administration</p>

<p>information, SESIS and classroom assessments. Analysis of the data will assist in creating individualized monthly professional development opportunity for teachers with SWD</p> <p>and ELL's.</p> <p>Parents are provided with information on student progress through Skedula, monthly parent meetings and the Tuesday parent engagement opportunities. Administrators will monitor the usage and application of these educational initiatives.</p>			
<p>Parents will be provided daily information by teachers through the Skedula computer system. This system allows parents to view their child's grades, performance, homework, etc. In addition, it gives teachers and parents an open line of communication via email. Teachers will use Tuesday's afternoons to collaborate with fellow educators and schedule meetings with parents to discuss academic and behavioral issues. Teacher logs will be kept and examined by administrators to ensure of its usage.</p> <p>Parents are also informed of opportunities for student engagement in our monthly</p>	<p>Parents</p>	<p>9/2015 – 6/2016</p>	<p>Administration</p>

newsletters created by teachers and students			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The following personnel will meet to organize and engage in all activities involving parental/community involvement: Principal, Assistant Principals, Parent Coordinator, Parent Association President, and Community Associates.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, there will be a 5% increase in parent attendance to monthly Parent Teacher Association Meetings as evidenced by attendance sheets compared to parent attendance in October 2015.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Review of student performance on ELA, Math Statewide and Schoolwide Assessments	Response to Intervention Reading Program Open to 900 Students	Small Group Instruction	During the school day, Before and After School, Saturday School
Mathematics	Review of student performance on ELA, Math Statewide and Schoolwide Assessments	Response to Intervention Reading Program Open to 900 Students	Small Group Instruction	During the school day, Before and After School, Saturday School
Science	Review of student performance on Science Statewide and Schoolwide Assessments	Response to Intervention Reading Program Open to 900 Students	Small Group Instruction	During the school day, Before and After School, Saturday School
Social Studies	Review of student performance on ELA, statewide and Schoolwide Social Studies Assessments	Response to Intervention Reading Program Open to 900 Students	Small Group Instruction	During the school day, Before and After School, Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Review of student behavior and analysis of data from suspensions, attendance and teacher referrals	Group Counseling Sessions, Restorative Circles, etc	Small Group Instruction- Provided by Guidance Counselors, Dean and Assistant Principals.	During the school day, Before and After School, Saturday School

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We will utilize the Teacher Finder System to advertise and review resumes of possible candidates. We will then reach out to the Borough Field Support who will provide us with information as to teacher effectiveness based on past performances and evaluations. Following that process, we will have candidate interviews and conduct demonstration lessons to students who then evaluate performance. A hired teacher will then be provided mentor/buddy and professional development to assist him/her in gaining strategies in best instructional practices.
Retention: Administration will continue to provide a nurturing and supportive environment for all its educators through reflection surveys, observations and team building professional learning activities.
High quality professional development will be provided by incorporating resources from our Borough Field Support Center, examining best practices used by our highly qualified rated educators and outside resources on the cutting edge of education.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
All staff engage in monthly professional development provided by consultants, Superintendent representatives, New CSA, UFT and Teacher Leaders in strategies that will enable students to meet Common Core Learning Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

Teacher teams (grade & subject) will refine the baseline and interim assessments previously created. Teachers will ensure that the rigor of the assessment questions reflect how the standard is assessed on the New York State Exams. Assessment results will be used in differentiating lessons and meeting student needs. Administrators will use this data to ensure groups are formed and specific skill needs are being addressed by all educators.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	726,780.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		

Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,748,599.00		

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Middle School 226**, 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. **Middle School 226** will support parents and families of Title I students by:

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

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

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

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

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

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

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

Middle School 226, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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>Virgil I. Grissom</u>	DBN: <u>27Q226</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: <u>56</u>
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>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our afterschool intervention program has been designed to target the needs of our 32 newcomers, 16 long term ESL students, and 8 SIFE students. Through the use of the technology-based Sound Reading Program and teacher generated learning activities, students will be engaged in the acquisition of English. They will be steeped in standard-based activities that build fluency, facilitate writing, and aid comprehension. Our programs run Tuesday afternoons from 3:50-5:50, and Thursday afternoons from 2:40-4:40 p.m. The program began on October 7, 2014 and will end on June 2, 2015. We have three target subgroups in our program. All subgroups members attend both days of the intervention program. This intervention program is conducted in English but offers Spanish by our bilingual ESL certified Spanish teacher, Mrs. Colman. Students have been divided into two separate groups that work with each teacher. The overwhelming majority of our ELL students come from Spanish speaking countries so, offering this bilingual instruction helps to accelerate the native Spanish speaking newcomers' comprehension of English concepts. The ESL teacher, Ms. Hunter, works with the SIFE students and other beginner ELL students to support them with their unique needs. The beginner 'Easy English audio CD program', and 'English at your Command' by Hampton-Brown student handbooks and workbooks as well as the 'Sound Reading' literacy computer-based program are materials used to support students in struggling areas. All the members of each group are invited to attend both ESL intervention sessions.

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: There will be a series of professional development workshops offered to educate the teachers of our ELL community on the learning styles, needs, and obstacles faced by their students who belong to the ELL community. The 45minutes to 1 hour sessions will be individualized according to Newcomers, SIFE, Struggling Readers, Advanced ELL proficient, and Intermediate ELL Proficient. Teachers in the Title III Program will have professional development provided by consultants from the Sound Reading Program. The consultant will explain how teachers may best use the program to their benefit, assist teachers in how to generate data reports and analyze them to support students during teacher lead e-book reading sessions. The ESL Coordinator, Ms. Hunter will provide other professional development sessions. Ms. Hunter develops her professional development sessions by using resources from the engagenyc website, turnkeying the information she receives from CFN professional learning sessions, as well as the workshops provided by the Sound Reading Company. Workshops will focus on strategies to address the basic instructional needs of the ELL population, how best to scaffold for ELLs, and difficulties faced by struggling ELL students. One Monday of every month, this school year will be dedicated to covering a new topic to address the needs of our ELL population during the professional learning sessions. The teachers of ELLs that will be receiving these training sessions are as follows: Portia Stevens, Luz Colman, Terry Denny, Persida Espinal, Hardat Sugrim, Brianna Traverson, Sherille Sheppard, Luguena Wright, Anthony Atongi, Andrea Kellman, Kami

Part C: Professional Development

Durham, Ellen Brach, Dahlia Adams, Richard Foster, Melissa Priester, Anne Goldfedder, and Carlos Hernandez.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ We endeavor to create a welcoming environment for our parents of ELLs so that they stay well informed about their children's education. On Tuesdays of every month, from December through March, parents will have an opportunity to engage in a series where they will be offered English courses on how to complete important documents like lunch forms, medical forms, high school applications, and scholarship material. Mr. Morales, the guidance counselor, will work along with the Parent coordinator to provide informative parent outreach sessions about how to navigate the school's website and find resources online, as well as at the school for assistance. Notifications about these sessions will be sent via PupilPath web-based system (which has the messages translated into the parents' preferred language) as well as through the school messenger. Our bi-lingual guidance counselor, Mr. Morales, will also provide translation services as needed. Payment will be made from the translation and Interpretation funds. Should additional translation services be needed, we will access the services provided through the DOE's translation unit.

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 27	Borough Queens	School Number 226
School Name Virgil I. Grissom		

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 Rushell White	Assistant Principal Jennifer Shirley
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Lauren Hunter	School Counselor Helmuth Morales
Teacher/Subject Area Persida Espinal/Math	Parent type here
Teacher/Subject Area Colman/Spanish	Parent Coordinator Claudia Bethea
Related-Service Provider Taniquah Lall	Borough Field Support Center Staff Member type here
Superintendent Mary Barton	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	944	Total number of ELLs	58	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	11
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	17	3		13			6			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	11	17					0
Chinese														0
Russian														0
Bengali								1	3					0
Urdu									2					0
Arabic							1	1	2					0
Haitian							1	1	1					0
French							1							0
Korean														0
Punjabi								2	2					0
Polish														0
Albanian														0
Other Dutch									2					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	6			0
7		9	1		0
8		12			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	1		6		6				0
7			12		4				0
8			13		4				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	10		13		2		1		0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Student biography driven instruction is a method of teacher-created assessment that is being implemented in the ENL program as a way to assess the literacy skills and development of our ELLs. Each student has a portfolio that is updated every two months. Their reading, writing, listening, and speaking skills are tracked on an ESL/ENL student progress sheet. In addition, Diagnostic Assessments, End of Unit Assessments, and Interim Assessments are given to closely monitor student progress. These Assessments then help us to target skill areas in which students struggle and provide intervention. Monthly professional learning opportunities and leadership trainings are offered to staff. These sessions act as early intervention initiatives that allow educators to support students in becoming stronger readers and writers. These methods closely resemble the Fountas and pinnell assessment program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data gathered from the 2015 NYSITELL revealed that 13% of our Newcomer ELLs scored at the beginner level, 5% the intermediate, and 3% were advanced ELLs. After analyzing data from the 2015 NYSESLAT we discovered that 17% of our ELLs tested scored at the emerging level, 20% the entering, 5% are transitioning, 28% are expanding, and we had 13% test out of the ENL program because they are commanding ELLs. Most students performed better in the areas of Speaking and Listening across the grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses AMAO data to structure academic programs and resources for our ELLs. Teachers utilize the data to group students and differentiate instruction according to their needs. Results are also used to ensure that ELLs receive the appropriate intervention services that will support the needs of those students who may be at risk or experiencing academic difficulties in their core subject classes. This year, our data revealed that students across grade levels and performance levels all severely struggle with the Writing modality. These patterns are what informed our decision to focus on implementing programs to impart strategies and improve writing skills across the content areas.
- For each program, answer the following:

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

Results from periodic ELL assessments are analyzed during common planning meetings, at which time one target area of weakness is identified as the weekly focus. The teachers in attendance then create lessons that will scaffold instruction for the target ELL skill of the week. As a whole, our ELLs perform better on exams when they are taken in English, as compared to their home languages. This trend can be seen across performance levels and grades as in most cases, grade level language proficiency has not been acquired in their native language. In addition, students who are literate in their native language struggle with understanding the same academic concepts when they are presented in their native language. The teachers and school leaders meet routinely to analyze the data collected then utilize this data to group and instruct the students, according to their needs. Although ELLs are able to do well on assessments related to Mathematics, they struggle to express their ideas clearly in written form in the ELA classrooms.

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*.]

Data about student progress is kept on our PupilPath/Skedula electronic grading system. This data is then used to design specific lesson plans for intervention services and offer our ELLs adequate opportunities to learn. 80% of core instruction serves to help the language development needs of our ELLs. Daily intensive and individualized instruction helps to serve small groups of ELLs on a one-to-one basis. Our RtI program focusses on literacy to ensure our ELLs can compete on grade level with their peers. Electronic-based reading programs such as Sound Reading, myOn Reading, and Imagine Learning are infused into the curriculum to provide support in fluency and comprehension. Students are also strategically grouped according to the data collected and instruction provided, in order to address their areas of need.

6. How do you make sure that a student's new language development is considered in instructional decisions?
All teachers of ELLs are provided with numerous Professional Learning Opportunities to aid them in meeting the needs of their SIFE and ELL students. These sessions inform them of best practices for each type of learner. It has been observed that students respond more favorably when they are allowed to express themselves in their native language. Students are encouraged to use their cultural experiences and native language during brainstorming and writing drafts. However, final copies of work and oral responses must be written in English only. ENL instruction provides both auditory and visual support, via recorded reading selections, photos and manipulatives.
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:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our programs for ELLs is evaluated based upon our AYP, CEP, ELL Periodic Assessments, Benchmark Assessments, State exams, and teacher crafted tests. The software purchased for our ELLs also generate reports that allow us to examine the success of each student. We are then able to compare student performance from previous school years with the current one, identify trends, conduct item analysis, and identify student progress.

Part IV: ELL Identification Process

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

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

For initial identification, the ENL teacher interviews new families and works along with LPT which consists of the AP of ELLs, Jennifer Shirley, the ENL teacher, Lauren Hunter, the parent/guardian of the new student, and Helmuth Morales, bilingual guidance counselor, to determine the student's preferred language of communication and formal initial assessment. Based on the answers to questions on the survey, the student's NYSITELL eligibility is determined by the LPT. Once the NYSITELL and SLAB (for native Spanish Speakers) is administered within the first ten days of student registration and attendance, the HLIS forms are filed in the student's cumulative record, and copies are placed in an ENL portfolio. Next, the student is placed in the program choice in accordance with information provided by the parent/guardian on the initial interview and orientation. The results of these assessments are then used to determine the instructional course that best meets the needs of each ELL.

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).
During the initial interview process, the ENL teacher documents any interruptions in instruction that may have occurred during the student's educational history. If interruptions are noted, the ENL teacher or a bilingual staff member will then conduct the SIFE questionnaire. After the SIFE questionnaire is administered orally, Spanish, Haitian Creole, Arabic, Chinese, and Bengali speaking students can then take the LENS. Within thirty days of initial enrollment, a determination is made as to whether or not a student is identified as SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The IEP, SETSS, and ENL teacher, along with the AP for Special Education Services all work closely together to identify and discuss the needs of ELLs with other classifications. This team also works to ensure that these students receive their needed services. The LPT does not have the ability to make the determination of whether or not a student may be classified as, or is eligible for special education services. Once the CSE makes this determination within 10 school days, we as a school then have an additional 5 days to administer the NYSITELL if necessary.
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.
The AP for ELLs Ms. Shirley, confers with the ENL coordinator, Ms. Hunter, to discuss the status of ELL students. During the first week of school, Ms. Hunter runs an RLAT to identify all ELLs. The data is then reviewed so that Entitlement, Non-Entitlement, and Continued Entitlement letters in the parents' preferred language may be sent home. If students do not return the documents within the week of distribution, a phonecall is then made to the student's home in the parents preferred language. Community Associates like Ms. Kelly, the Pupil Accounting secretary, Ms. Ozery, and our Guidance Counselor, Mr. Morales, also help with this process.
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).
During the enrollment process the ENL coordinator will inform parents of ELLs that they have been identified for the first time or have undergone the re-entry/re-identification process. Parents who believe a student was misidentified have the right to appeal within forty-five school days of enrollment. Parents and guardians of ELLs, or, students age eighteen and above, may submit a written letter of appeal to the school.
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.
After the initial student and parent interview conducted by the ENL teacher, families are then shown an orientation video that explains the three program choices available to them in their preferred language. If the video is not available to the family in their preferred language, the Translation & Interpretation Unit is contacted over-the-phone and arrangements are made to have these program options explained to them at a later date.
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.
Parent Surveys, Program Selection, and parent choice forms are sent home with students in English and the parents preferred language. Students are given three school days to return these notices. If forms are not returned, a copy is then mailed to the home and a phone message is left at the home informing families that such documents have been mailed and need to be filled out and returned immediately. The parent coordinator also calls to initiate meetings with parents and at the meetings, provide the necessary support.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The pupil accounting secretary works with the ENL coordinator who then informs the parent coordinator that certain ELL families need to be called into the school to have these documents filled out. Once parents meet with the parent coordinator, the ENL coordinator is contacted to provide the information that will be discussed on the parent survey and program selection, which is provided in their preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
After an RLAT report is extracted from ATS, the ENL teacher compiles and distributes ENL placement, entitlement, and non-entitlement notification letters to the deserving students. These forms are made available in both English and the preferred language indicated by the parents. This information is recorded on a teacher generated ELL spreadsheet. As letters are returned, a check is made in the corresponding column to indicate completion of the process.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
HLIS, entitlement, and non-entitlement letters are kept both in the students' cumulative record and in student portfolios maintained by the ENL coordinator. These documents are retained in an ELL binder.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Once a student has been identified as NYSESLAT eligible, the NYSESLAT is administered in accordance with the testing calendar. The first modality given is Speaking, followed by Listening, Reading, and Writing. Students are assessed individually for the Speaking modality by the LPT. The remaining sections of the test are administered in separate locations by grade level. This is done by other TESOL certificate holding staff members and the ENL teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Based on the data reviewed from the RLAT, students receive important letters based on their scores on the previous year's exam. The AP of ELLs meets with the ENL teacher to discuss the needs of the students and ensure that the yearly checklist, timeline, and calendar are being adhered to. Continued entitlement and transitional support parents notification letters are distributed to students who are also given a week to return a 'signed receipt' from their parents, acknowledging receipt of the letter. If signed receipts are not returned, persistent follow up phone calls, mailed letters and/or messages to parents occur, until parents indicate that the letters have been received. Letters are generated in each parent's preferred language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
A review of the Parent Survey and Program Selection forms for the past few years reveal a trend that indicates 75% of our ELL parents highly favor the ENL program. Most parents are familiar with this program and believe it is the best choice for their child. Because of this, we continue to offer ENL services since it is aligned to the majority of our parents' requests. If this trend should change, our school will examine the possibility of adding the next most favored program; Dual Language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
For our Freestanding ENL program, most ELL students are grouped together and receive the mandated amount of standalone and integrated ENL services in small group settings, according to their ELP level, as per CR Part 154. Although proficiency levels are heterogeneous, only grades 6-7 are serviced together during standalone sessions. Grades 7 and 8 are also serviced together. Entering and emerging ELLs are pulled out of class to receive 180 minutes of stand-alone ENL instruction. The ENL teacher then pushes in to both general and special education classes to administer the remaining 180 minutes of integrated instruction during core ELA periods. Transitioning ELLs receive 90 minutes of integrated instruction during their core ELA periods, and an additional 90 minutes of integrated instruction during core Math periods. The ENL teachers also push in to the core ELA classroom to provide expanding ELLs with 180 minutes of integrated instruction during Core ELA sessions; and 90 minutes of integrated instruction for commanding ELLs.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Each academy AP provides the ENL coordinator with a class schedule for all students. The ELL coordinator then reaches out to the speech therapist, occupational therapist, and SETSS teacher to review which students may be shared among the group so that scheduling of services may take place without any conflicts. All students classified as Entering based on the 2015 NYSESLAT received 180 minutes a week of standalone ENL provided by our ENL teacher. The ENL teacher also pushes into the ELA classroom for

180 minutes a week, to implement ENL strategies, meet the needs of these ELLs, and support the core teacher. Emerging students receive 180 minutes of ENL integrated instruction in their ELA classes, 90 minutes of integrated ENL services in their Math classes, and 90 minutes of standalone ENL. Expanding students receive 180 minutes of integrated ENL during their ELA periods. Our Transitioning students receive 90 minutes of integrated ENL during their ELA class time, and 45 minutes of integrated ENL during Math and Science. Commanding students receive 45 minutes of integrated ENL during Math and Science classes. This program model helps to ensure that our ELLs are well balanced in their knowledge of academic English.

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.

All of our core subjects are taught in English. Before the ENL teacher co-teaches in classes that contain ELLs, a planning meeting is conducted to discuss key vocabulary, concepts, and skills needed to complete the desired tasks. The ENL teacher is then better able to support the core teacher and help scaffold instruction for ELLs. Some techniques used include, but are not limited to, providing bilingual glossaries, picture dictionaries, photos, and key vocabulary word lists to support ELLs during these instructional periods. Core teachers are also trained to use the Imagine Learning, Sound Reading, and myOn programs to facilitate differentiated instruction.

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

A copy of an RLER report is kept in an ELL binder so that the ENL teacher may continually reference it throughout the year. This list identifies the home language of each student. This enables the appropriate testing accommodations to be provided during local and state examinations. As a member of the testing committee, the ENL teacher ensures that Spanish and Haitian Creole native language tests, and required accommodations are provided for all students. Interpreters are then provided for speakers of other languages for whom the DOE has not provided written native versions of tests.

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

Lesson plans are created for ELLs to ensure that all four modalities, reading, writing, listening, and speaking are addressed during each lesson. Students are encouraged to use English to speak with one another and share ideas. Ample time is also given to allow students to practice writing in English through a daily On Demand writing model. The ENL teacher uses the data gathered from quarterly assessments to determine the skills needed to be addressed. Once these skills are identified, goals are created to help students improve in these challenging areas. Instructional plans are also developed by the ENL and core teachers, and assessments created to help track and monitor student progress. The records of such student progress are logged on their individual teacher-created progress sheets and in the Skedula/PupilPath system.

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

We have purchased licenses for computer software programs so that our ELLs have access to technology. Our Newcomers work on computers using the Sound Reading program to develop fluency. Our SIFE and Long-term ELLs use Imagine Learning to target their literacy skills. Our Developing and Former ELLs work with audiobooks through the Visions workbooks and textbooks to help them dig deeper into literature and other content areas. All subgroups are assessed and the resulting data from the item analysis used to identify areas of weaknesses and strengths. Once identified, students are grouped accordingly and the instruction tailored to meet their deficiencies. Their performance is monitored routinely and adjustments are made to their plans. Additionally, SIFE students receive intensive reading instruction with the use of audio and i-books. Newcomers receive phonics instruction, letter writing and sentence formation. The Long Term ELLs participate in writing workshops geared toward helping them improve their comprehension and communication skills. The former ELLs also receive writing instruction, as well as work with multiple meaning and content specific words.

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.

Within six to twelve months of the re-identification process, the principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian, believes that the student may have been adversely affected by the determination, the principal will provide additional support services.

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

Students utilize the same standard-based grade level curriculum as their general education peers. However, the teachers provide more scaffolding in the form of technology, graphic organizers, multi-media presentations, time on task and other best

Chart strategies to improve reading and writing skills. Students have access to the myOn reading program, which tracks their reading patterns and growth.

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

Students are scheduled according to their language proficiency levels. Depending on their classification, students receive one- to-one ENL instruction in the content area classroom as well as additional small group standalone ENL instruction. They are also provided with multiple opportunities to produce hands on projects and exercise choice. The instruction is modified to support their reading levels, and scaffolded according to their IEP goals.

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

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

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

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



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

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

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

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

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

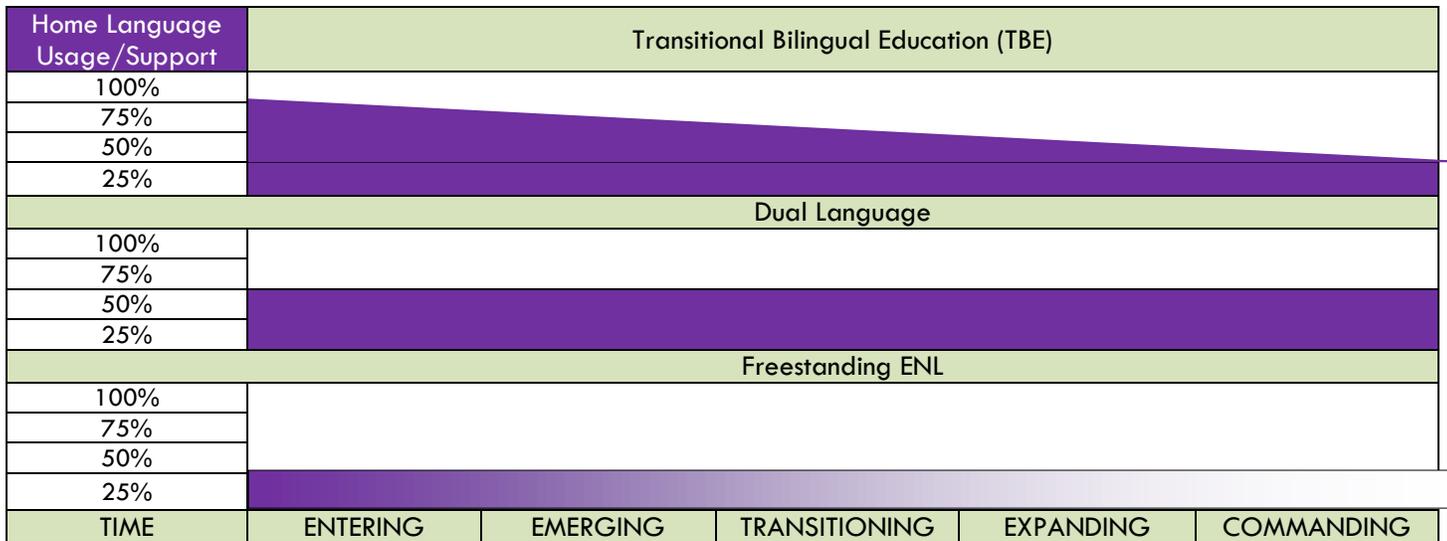


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Two hours of Intervention classes take place twice weekly on Tuesdays and Thursdays. Long Term ELLs and Newcomers are the groups targeted. Students are exposed to key jargon related to math and science. ELLs have multiple opportunities to read, write and speak about these topics. Additionally, Four hours of intervention are provided on Saturdays from October to June, providing intensive practice in reading and math by the Queensborough Community Project Prize Program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program has proven to be successful. Two of our Newcomer ELLs, and three LTEs have tested out of the program and no longer need ENL services. In addition, we have a number of LTEs who have been classified as Expanding ELLs. Providing ENL support for the content teachers has proven beneficial. Teachers routinely meet to collaborate and share strategies to improve ELL performance and this has resulted in student growth.
12. What new programs or improvements will be considered for the upcoming school year?

We will continue to utilize the MyOn reading program, Imagine Learning, and Sound Reading literacy programs to aid comprehension and fluency. The Newcomers will also be provided with the opportunity to use the Imagine Learning Program. This year, we will modify our scheduling to include both stand-alone (push-in) and integrated (pull-out) ENL instruction.
13. What programs/services for ELLs will be discontinued and why?

We have decided to continue to use all of our programs and services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Seven teachers, some of whom lead our after-school clubs and teams, are bilingual and speak the same languages of our ELLs. These teachers are able to help encourage ELLs to participate and enroll in these after school clubs, teams, and intervention programs. Notices about such events are sent home in their parents' preferred language, publicized at parent meeting and conferences, and also included in the School Messenger. The school places a strong emphasis on school community and multiculturalism.
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.

Instructional materials to support ELLs include: VMath, GoMath, CMP3, Imagine Learning, Sound Reading, Boardwork (all content areas) laptops, Smart Boards, MyOn Reading program. (All provide reading material in Spanish). Newcomers use the Sound Reading program. Our SIFE and Long-term ELLs use Imagine Learning. Our Developing and Former ELLs work with audiobooks through theVisions program.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Although our ENL program is a 100% English immersion program, we support the home language of all of our ELLs by encouraging students to express themselves first, in their native language, when completing written assignments. Students are then required to work on translating their native language thoughts into English. They are able to do so using google.com/translate, or the assistance of a stronger ELP classmate. We are also able to deliver home language support through use of content specific bi-lingual glossaries
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ENL instruction uses the Common Core State Standards to deliver services according to student and grade level. The LPT routinely meet to re-evaluate student services and modify the supports given to ensure they correspond to the ELL's ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

At the beginning of the school-year, a special ELL specific parent orientation is held for our multilingual families. The Parent coordinator, Principal, AP of ELLs, AP of Special Education, Guidance Counselor, and LAC all work together to ensure new families feel welcomed in this school community. During the summer, even before new students attend their first day of school, we provide a Bridge Program that welcomes newly enrolled ELL students. This program affords new students the opportunity to become familiar with the culture, routines, and expectations of the new school. This translates into a smooth transition during the school year. Each week, APs meet routinely with students for a Town Hall meeting during which students share concerns, questions related to everyday school life and are provided with college and career related information.
19. What language electives are offered to ELLs?

Currently, our ELLs are offered Spanish as an elective.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?

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

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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.)

The ENL coordinator consistently attends all workshops provided by the UFT and Borough Field Support Center. The knowledge gained from these sessions is then turn-keyed to all teachers of ENLs and related service providers. These teachers include Mr. Denny, Mr. Morales, Mr. Veloso, Mr. Moses, Mr. Atongi, Mr. Freire, Mr. Sugrim, Mr. Timmons, Ms. Espinal, Mrs. Colman, Ms. Brach, Ms. Reid, Ms. Hagues, Ms. Stevens, Ms. Lall, and Ms. Hunter.

Below are some of the PLOs scheduled for this year:

Professional Development

Session	Date	Topics	Presented By
Help to Address Language Barriers	October 26, 2015	-LAC -Translation & Interpretation Unit	ENL Coordinator
Ms. Hunter Distinguishing Between SWDs and SLA	November 9, 2015	-Similarities between student behaviors in SWDs and SLA-Best practices	ENL Coordinator Ms. Hunter
Hunter CR Part 154 Requirements for ENL Students	December 7, 2015	-What is ENL? -How are students serviced differently? -What supports may I give to my ELLs? -My Co-ENL teacher?	ENL Coordinator Ms. Hunter
Hunter Scaffolding and Differentiation for ELLs	January 4, 2016	-Best practices for: *grouping *modifying*assessment	ENL Coordinator Ms. Hunter

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?

Our bilingual teachers and ENL teacher receive professional development on how to support ELLs as they engage in the Common Core Learning Standards by attending in-house sessions via Boardworks, MyOn, and Imagine Learning representatives. Webinar sessions are also attended by such staff members as they learn about how to gather data on ELL assessments from the Skedula/PupilPath website. Numerous Professional Learning Opportunities are offered through the Borough Field Center and UFT. Such sessions educate the ENL teacher, who attends, on how best to support ELLs as they navigate the demands of the Common Core Learning Standards. Skills such as providing scaffolding through native language support, building background knowledge, and using questioning to foster academic growth, are just some of the topics discussed.

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

During scheduled Professional Learning Sessions, staff members are provided with current practices, policies, and procedures involved in the ELLs' transition from middle to high school. They are informed of the HS application and admissions process so that this information may be conveyed to the students as well as influence their teaching. The guidance counselor and the parent coordinator work with teachers to inform ELLs of the programs and opportunities available to them that can aid them in making a smooth transition from elementary to middle school, and then from middle school to high school. Students are also encouraged to attend the Summer Bridge Program and intervention programs.
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.

Our ELL Coordinator works with the AP of ELLs to develop Professional Learning Opportunities that will help all teachers meet the needs of their diverse learners. These targeted PLOs are provided monthly throughout the year for all staff members. At all sessions, attendance is taken and then carefully kept on record. The Pupil Accounting secretary collects and files the agendas and records of attendance. Keeping these records helps to ensure that all staff members have received the 15% of total hours minimum, and our ENL teacher has received the 50% of total hours time requirement minimum of ELL specific professional development.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We have made it our goal to provide a special ELL family welcome orientation at the beginning of the year. Parents are also able to regularly view and monitor the academic progress of their child by logging onto PupilPath. There, all homework, and assessment grades are kept. If a parent has any questions or concerns, they are then able to contact each content teacher directly via PupilPath or schedule a meeting with the assistance of the Parent Coordinator. Additionally parents are invited to meet with teachers as needed on Tuesday afternoon. In February, individual conferences are scheduled to review student performance in all classes. Parent, student, and teachers confer to develop an action plan to support learning targets. Parents are equipped with common core materials that will aid the student toward reaching success. Translation services are provided where needed.

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.

All teachers are encouraged to keep running records of all meetings and contact made with parents. Such anecdotes may be kept in a written log or in-put to Skedula digitally. ELL related documents are kept in the individual child's cumulative record. In addition, the ENL teacher maintains designed ELL folders with critical documents for each student.

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

We have noticed a low level of ELL parental involvement in the school. Because of this, we have decided to host ELL family specific events to help foster more parent involvement during this school year. After conducting a survey, we have designed monthly workshops to meet the needs of the parents. Some examples are: The Take your Child to School initiative, Technology Class, Monthly Parent Book Club and Literature Circle, Parent Dance, Art Workshop, Accessing Student Scores in Skedula, Navigating the myOn Program, and Creating a Home Garden (hosted by Home Depot representatives).

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

Our school partners with the local library to promote their student reading initiatives; Home Depot for community beautification and gardening tips, and Council members who provide workshops and services like job fairs, to benefit the ELL parents .

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

We have evaluated the needs of our parents by reviewing parent surveys to see what they have identified as being specific needs. Learning English, finding and maintaining a job are the two largest needs mentioned. The parent coordinator is developing workshops for the parents in which she will provide information on local job fairs and opportunities to learn English.

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

The parent coordinator has provided a list of dates and locations where jobs fairs and free adult English language classes are held. This addresses the direct needs of our parents because many of them worry about providing for their children financially and are very interested in learning English. As a school, we will also be providing monthly activities and opportunities based on the results of surveys conducted.

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:

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)
Rushell White	Principal		1/1/01
Jennifer Shirley	Assistant Principal		1/1/01
Claudia Bethea	Parent Coordinator		1/1/01
Lauren Hunter	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Persida Espinal/Math	Teacher/Subject Area		1/1/01
Colman/Spanish	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Helmuth Morales	School Counselor		1/1/01
Mary Barton	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q226**

School Name: **Virgil I. Grissom Middle School**

Superintendent: **Mary Barton**

Before you begin, please check the following:

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

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

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

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

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

During enrollment, a brief interview is conducted by the ENL teacher, during which parents are asked in which language(s) they would prefer to receive information from the school. This information is then documented and kept on file. Parents are also given the opportunity to determine in which language(s) they communicate best, orally. Bilingual staff members are used to translate information orally to these families.

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.

English, Spanish, Arabic, Bengali, Punjabi, Hindi, Dutch, and Haitian Creole

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The school typically disseminates a Parent Handbook distributed during Orientation in August, a Student Routine and Procedure Guideline, distributed in September's Town Hall meeting, and on-going during the year as needed. We also disseminate emergency contact cards during the first week of school; a monthly school newsletter and monthly calendar, and an Overview of Curriculum in September during Meet the Teacher Night. Clubs and teams registration forms are distributed at a Pep Rally in September, as are permission slips for intervention programs. Parent-Teacher conference announcements, permission slips for school trips, continuation/discontinuing of special services (Speech, OT, ENL, SETSS etc.) and other documents are also distributed throughout 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.

Formal face -to-face meetings that will occur during the year include - Meet The Teacher Night on September 16, 2015; Parent-Teacher Conferences- November 17,18, 2015, March 16, 17, 2016, May 11, 2016 ; IEP meetings, and meetings with the guidance counselor which will be on-going throughout the year. Student Performance Mid Year Review Meeting will be held in January 2016. Informal meetings with parents to discuss student progress occur on a weekly basis on Tuesday afternoons- 2:30-3:45pm.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We will ensure that written documents are translated by the Translation & Interpretation Unit. Since we have many forms prepared in advance, this will allow the translation team time to work on the important documents and return them to us in a timely fashion so that they may be distributed to our families. We will also secure access to translators on those dates.

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.

We use both on-site interpreters, who are our bilingual school staff, to meet the needs of parents requiring interpretation. In the event that such staff members are unavailable, over-the-phone interpretation services via the Translation & Interpretation Unit will be used.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

After attending LAC training, the ENL teacher will conduct a Professional Learning Opportunity (PLO) for all other staff members including the parent coordinator, community associates and service providers. During this PLO, staff will be trained on the different methods of obtaining translation services for families who need it.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We will use the services of the Translation & Interpretation Unit, along with "The Big Word" to fulfill the parental notification and translation services to provide the checklist of notifications in the parents preferred language.

Part F: Monitoring and Quality Control

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

We will distribute a school-generated parent survey during our quarterly parent-teacher conferences. These surveys will be provided in the parent's preferred language. Parents are also welcome to leave comments in our suggestion box when they meet with teachers during open conference time on Tuesday afternoons or during one of the formal visits to the school.