

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **30Q230**

School Name: **I.S. 230**

Principal: **RON ZIRIN**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Intermediate School 230 School Number (DBN): 30Q230
Grades Served: 6-8
School Address: 73-10 34th Ave Jackson Heights Queens NY 11372
Phone Number: 718-335-7648 Fax: 718-335-7513
School Contact Person: Bibi Rahamatulla Email Address: brahama@schools.nyc.gov
Principal: Ronald Zirin
UFT Chapter Leader: Kevin Prosen
Parents' Association President: Nabila Malik and Jose Martinez
SLT Chairperson: Paraskevi Karangunis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jose Martinez
Student Representative(s): N/A
N/A

District Information

District: 30 Superintendent: Dr. Philip A. Composto
Superintendent's Office Address: 28-11 Queens Plaza North room 518 LIC NY 11101
Superintendent's Email Address: pcompos@schools.nyc.gov
Phone Number: 718-391-8323 Fax: 718-391-6147

Borough Field Support Center (BFSC)

BFSC: North Queens Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North LIC NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-6147

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ronald Zirin	*Principal or Designee	
Kevin Prosen	*UFT Chapter Leader or Designee	
Nabila Malik	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jose Martinez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Paraskevi Karangunis	Member/ SLT Chair Teacher	
Diana Neligan	Member/ Teacher	
Molly Magan	Member/ Teacher	
	Member/	
Yvette Diaz	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
Neil Sanchez	Member/ Parent	
Nuala O'Doherty	Member/ Parent	
Melissa Parreno Siddiqui	Member/ Parent	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

School Mission Statement

Our mission is to promote a spirit of lifelong learning in our students, challenging them to be problem solvers, critical thinkers and citizens who contribute to their community and the global society.

Strengths, Accomplishments, and Challenges

Leadership and faculty implement common core aligned curricula, and instructional shifts, as reflected in data-driven academic tasks across grades and content areas, promoting college and career readiness for all students to ensure rigorous instruction.

Our collaborative teacher teams and effective school leadership continues to ensure common core aligned curricula and key instructional shifts with support from the Teachers College Reading/Writing Project as the teaching model for their school. An item-analysis led the school to choose two key standards in English language arts to strengthen argumentative writing. Emphasis has been expanded to reading for information to determine central ideas, or themes of a text, its development, summary of key supporting details and ideas to delineate and evaluate the argument, and specific claims in a text, including the validity of the reasoning, and relevance of the evidence.

Teachers teams collaborate and highlight the instructional shift of evaluation and analysis of challenging and complex text in all content areas ensuring instruction is customized, inclusive motivating to all student groups. In math, the school has chosen to focus on standards that require students to use proportional reasoning to solve real-world and math problems in grade 6. In grade 7 we chose to focus on algebraic expressions and equations and in grade 8, the use of functions to model relationships between quantities. Our school's strategic data-based instructional decisions, accompanied by teacher adaptations of curricula, result in coherence and provide conceptual support students need to deepen their thinking and become college and career ready. Teacher teams meet daily to plan and foster and atmosphere of trust and respect.

Professional collaborations allow teachers to meet 3-5 times a week during a weekly professional period. Teams meet across grades, and in what the school calls, blended teams to include grade and content area teachers. They utilize this time to assess student work, lesson plans, and create and evaluate common assessments. Based on students instructional outcomes from various data sources (2013-14 Quality review, Quality Guide and the school report card along with internal school observations and the PPO data from the 2014-2015 school year) we have decided to strengthen our work around students taking clear actionable steps in their learning through the use of feedback loops to assist them in making significant academic progress while providing a culture where students feel safe, supported and challenged by their teachers and peers .

Intended Outcome(s):

Thus our instructional focus for this year is to utilize our teacher teams in their professional learning communities, to develop and refine systematic methods of monitoring and tracking student progress that includes, student self-monitoring, increased parent communications to build strong community ties as well as our civic outreach programs. We want to ensure that all students, their families and staff are aware of student goals, and provide support to ALL students based on formative data utilizing feedback loops. By taking an active role in monitoring their own growth, we believe that students will be able to articulate their goals and take the necessary action steps needed to reach them. We have partnered with several organizations (Teachers College, Learning Systems Associates and Carl Anderson) to provide all staff with research based pedagogical approaches to develop systems to monitor student progress that empower student to take an active role in their learning.

30Q230 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	1078	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	12	# SETSS	3	# Integrated Collaborative Teaching
				27
Types and Number of Special Classes (2014-15)				
# Visual Arts	22	# Music	27	# Drama
				N/A
# Foreign Language	22	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	70.6%	% Attendance Rate		95.9%
% Free Lunch	72.5%	% Reduced Lunch		12.1%
% Limited English Proficient	9.8%	% Students with Disabilities		12.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		1.2%
% Hispanic or Latino	49.8%	% Asian or Native Hawaiian/Pacific Islander		38.3%
% White	9.7%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	2	# 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)		2.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		8.05
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.3%	Mathematics Performance at levels 3 & 4		52.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		70.7%
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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the New York City wide expectations, reviews of our curriculum maps, student performance on the NYS Common Core exams and student work products during the 2013-14 and 2014-2015 school year, we identified areas of need within our curriculum, classroom instruction and assessments. Specifically, 39.1% of students scored level 3 or level 4 on 14-15 ELA, 55.9% of students scored level 3 or level 4 on the 14-15 Math exam and 81 % of eighth graders received a level 3 or level 4 on the NYS Science exam.

Part 2 – Annual Goal

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

By June, 2016, identified subgroups (including SWD, ELL, F-ELL) will demonstrate a 5-10 % increase in their I-ready assessments given quarterly in ELA and Math . The four major subject area teachers along with special education and ESL teachers will collaborate and compile units and lesson plans that align with the CCLS and/ or content standards integrating the instructional shifts to support the needs of identified subgroups (SWD, ELL, F-ELL) during common planning. With an emphasis on evaluating and adjusting curriculum, lessons and assessments to respond to students learning needs. As evidence and demonstrated improvements in student work products as assessed by school wide grade specific performance tasks within each unit and an increase in student performance on I-ready 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?</i></p>
<ul style="list-style-type: none"> • Teachers will begin to utilize Rubicon Atlas to ensure vertical and horizontal articulation across content areas and CCLS alignment • Teachers will use Skedula to input grades from common assessments and analyze data to inform instruction and make revisions to curriculum. Administrators created a school-wide grading policy to ensure uniformity and high expectations. • Teachers created and/or adopted quality rubrics to grade work and provide next steps for students based on common language. Rubrics are always provided to students before, during and after instruction for self, peer and teacher assessment. • Teachers uniformly create formative assignments that include supports for students with disabilities and ELL students. In addition, Teacher teams will create monthly assessment calendars for families that include strategies to support students at home. • Students will be able to articulate their goals for the four major content areas. • We will continue to utilize Teacher College Reading and Writing Program, CMP3 and Engage NY and other rigorous resources to target instruction based on student needs and data trends • Support staff, including related service providers push-in to support instruction 	<p>All student targeted subgroups in ELA, Math, Science and Social Studies</p>	<p>September 2015- June 2016</p>	<p>Principal, AP, Teacher leaders, staff, and external staff developers</p>

<ul style="list-style-type: none"> • Administrators facilitate time for teachers to meet each week to analyze student work samples and align curriculum with CCLS • Teachers meet to decide on instructional materials and strategies to increase rigor and promote critical thinking with students 			
<ul style="list-style-type: none"> • Teacher teams will analyze initial MOSL data, pre and post test assessments and formative data to ensure that goal setting and small group instruction is targeted, inclusive and based on the needs of individual students. • Teacher teams will revise curriculum maps showing units of study, modifications for ELLs, SWDs and a focus on integrating instructional foci • Teachers will focus on close reading strategies to support reading and writing in content areas. • Content area teachers will infuse opportunities to read complex text and design common assessments that require students to utilize close reading strategies • Science teachers will deconstruct NYS Science exam to modify curriculum and provide differentiated strategies for SWD students based on student learning outcomes. • Students will engage in more rigorous tasks aligned to the instructional shifts to deepen conceptual understanding, strengthen the ability to navigate complex text, analyze informational texts, write opinions and arguments and use textual evidence in writing and discussion. 	All student targeted subgroups in ELA, Math, Science and Social Studies	September 2015- June 2016	Principal, AP, Teacher leaders, staff, and external staff developers
Parents will have access to teacher conferences every week based on the new NYC parental outreach plan for schools. Additionally, we have interim progress reports, newsletters, parent events and ceremonies where parents are continually informed of their child’s progress and given information on the CCLS.	All student targeted subgroups in ELA, Math, Science and Social Studies	September 2015- June 2016	Principal, AP, Teacher leaders, staff, and external staff developers
To continue to build a school culture based on trust, collaboration and respect school leaders have open door policies. In addition we model a level of professionalism in all we do with, and for staff members. This respect is evident in Teacher Teams, interactions between and among teachers, as well as support staff and parents. The focus of our professional practice will always be an underlying commitment to student success.	All student targeted subgroups in ELA, Math, Science and Social Studies	September 2015- June 2016	Principal, AP, Teacher leaders, staff, and external staff developers

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.

- We utilize all resources to enhance instructional practices by:
- Programming teachers to have common planning time
 - Daily common planning periods
 - Weekly curriculum development meetings
 - Monthly content meeting and differentiated professional developments planned and provided by teacher leaders
 - Curriculum and resources
 - Full day staff development days.

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

Teacher teams will analyze mid-year writing and reading benchmarks (February 2016) to reflect and revise goals and practices beginning the last week in January 2016. Collaborative content teams will review completed units and review their validity utilizing the Tri-State Curriculum rubric by the end of February 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the 2014-2015 school year the schools infrastructure has changed. I.S. 230 now has two separate buildings servicing grades 6-8. Our sixth grade students are housed in the new Annex and grades 7-8 are housed in the main building. The structural changes and physical separation have impinged on our previous small learning community structures of academies. As such we need to review our practices and logistical challenges during this implementation process to determine the best methods to address the social emotional and academic needs of all our 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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 80 % of stakeholders will create and implement a comprehensive plan to address the social emotional and academic needs of all students, will still providing the support of our small learning communities. As evident by our roll-out plan and small learning community structures that support students learning needs. All staff members will participate in professional development that will enable and equip them to assist with the social needs of all students.

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 in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Based on our research from the Principal Partnership database we will provide students with a safe and supportive environment that will enhance their school performance. • We will continue to hold our students to high expectations and communicate our expectations to all members of the school community. We expect excellence from our students and staff. • Our school website also holds a wealth of information for parents: school calendar, helpful instructional websites, homework calendars, and information about special events at school and in the community. • The Pupil Personnel Team and the Least Restrictive Environment Committee meet on a regular basis to discuss at risk students and students that are excelling beyond their educational plans. • Our school Attendance Committee works to ensure high levels of student attendance and eradicate chronic absenteeism or tardiness. Assemblies, certificates and other incentives are provided to encourage students in their academic growth. • Common Core Learning Standards have been translated into “I Can” statements for students so that the rigorous work of achieving the CCLS and meeting grade level proficiency standards is clear. These documents are part of student’s portfolios in mathematics, science, reading and writing. 	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Principal, SLT, AP, Parents Teacher and Staff</p>
<ul style="list-style-type: none"> • The Principal, SLT, PTA and staff in conjunction with student feedback will discuss, create and implement a plan that will enhance student learning. Providing students with clear designated adults they can reach out to for support (social emotional and academic) 	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Principal, SLT, AP, Parents Teacher and Staff</p>
<p>Tuesday afternoons are dedicated to Parent Engagement. Parent contact is conducted in a variety of ways: emails, phone calls, parent newsletters and communication via Skedula and Pupil Path. Teachers keep logs about the contacts made for parents.</p>	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Principal, SLT, AP, Parents Teacher and Staff</p>

Monthly PTA meetings provide an additional forum for parents to discuss the needs of our students.			
To continue to build a school culture based on trust, collaboration and respect school leaders have open door policies. In addition we model a level of professionalism in all we do with, and for staff members. This respect is evident in Teacher Teams, interactions between and among teachers, as well as support staff and parents. The focus of our professional practice will always be an underlying commitment to student success.	All students	September 2015- June 2016	Principal, SLT, AP, Parents Teacher and Staff

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.											
<p>We utilize all resources to support student progress by providing:</p> <ul style="list-style-type: none"> • Grade AP and Dean that will move up with the students grade 6-8 • Guidance Counselors and School Psychologist • Highly qualified teachers • Student governments to ensure all voices are heard • SLT/PTA and a variety of sub committees to ensure students’ needs are being addressed • Parent Coordinator • Peer Mediation Team 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of February 2016 the Principal and the SLT will review the roll-out and implementation of our small learning communities to determine how well we are providing a supportive environment for all members of our learning community. The team will utilize the data collected from our parent and student surveys to come to a consensus to determine the format our small learning communities should take utilizing the researched models discussed and the needs of our students.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The identified needs are based upon an analysis of the following data sources: 2015 New York State Common Core assessments, student writing product in content areas, baseline assessments, running records, I-Ready and pre- and post- unit assessments.

Based on 2014-2015 LES data, 88% of teachers agree that our school places a high priority on the quality of teaching.

Part 2 – Annual Goal

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

By June 2016, 85% of teachers in all four major subject areas will teach CRS reading strategies along with other reading strategies that will allow our students to analyze and synthesize text, pre-plan higher order questions and implement discussion protocols to deepen students understanding of how readers analyze and interpret complex text to make a claim supported by strong textual evidence. As evident by 80% of lesson plans include purposeful planning for student discussion and CRS strategies , increase student discussions and increase proficiency in analyzing textual evidence utilizing a variety of reading strategies.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Our research based programs are Teachers College Reading and Writing Project, ASCD articles, Notice and Note: Strategies for Close Reading by Kyleene Beers (2012), Falling in Love with Close 	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Principal, AP, Teacher leaders, staff, and external staff developers</p>

<p>Reading: Lessons for Analyzing Texts by Christopher Lehman (2013); Student-Led Discussions: How Do I Promote Rich Conversations About Books, Videos, and Other Media? by Sandi Novak (2014)</p> <ul style="list-style-type: none"> • Establish the instructional foci of teaching close reading along with other reading strategies, pre-planning higher order questions and implementing discussion protocols to deepen students understanding of how readers analyze and interpret complex text to support their writing • Evaluate student work across all grades, select key standards that support instructional foci, assess for learning and determine performance gaps • Evaluate and adjust units, lessons and tasks to ensure high level of rigor and greater opportunities for students to demonstrate instructional foci • Schedule common planning periods for teacher teams to support the instructional foci. Evaluate, adjust and adopt common pedagogical practices for teaching close reading strategies, planning higher order questions and implement discussion protocols. • Teachers will use classroom and formative assessment data to make instructional adjustments and monitor progress over time for all students • Implement researched-based practices/interventions shown to be effective for English Language Learners and Students With Disabilities • Teacher teams will revise curriculum maps showing units of study, modifications for ELLs, SWDs and a focus on integrating instructional focus specifically in science to meet the needs of our students to provide ongoing support for mastery of guided reading for all teachers 			
<ul style="list-style-type: none"> • Teachers will use classroom and formative assessment data to make instructional adjustments and monitor progress over time for all students • Implement researched-based practices/interventions shown to be effective for English Language Learners and Students With Disabilities • Teacher teams will plan lessons that incorporate close reading strategies, questioning and discussion prompts to encourage critical thinking by students • Teachers will utilize Webb’s Depth of Knowledge charts to determine the rigor of task based on student’s formative data 	All students	September 2015- June 2016	Principal, AP, Teacher leaders, staff, and external staff developers

Parents will have access to teacher conferences every week based on the new NYC parental outreach plan for schools. Additionally, we have interim progress reports, newsletters, parent events and ceremonies where parents are continually informed of their child's progress and given information on the CCLS. • Provide ongoing parent workshops as new strategies are implemented to ensure parents and students have the support they need and are included in our learning community	All students	September 2015- June 2016	Principal, AP, Teacher leaders, staff, and external staff developers
To continue to build a school culture based on trust, collaboration and respect school leaders have open door policies. In addition we model a level of professionalism in all we do with, and for staff members. This respect is evident in Teacher Teams, interactions between and among teachers, as well as support staff and parents. The focus of our professional practice will always be an underlying commitment to student success.	All students	September 2015- June 2016	Principal, AP, Teacher leaders, staff, and external staff developers

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.											
<ul style="list-style-type: none"> • Leadership Cabinet meetings • Professional Development • CCLS, rubrics, baseline and formative assessments, common planning periods • Rubicon Atlas curriculum, CCLS, rubrics, baseline and formative assessments, common planning periods, professional development • Lead teachers provide professional development modeling effective close reading strategies • Teacher facilitated student groups • Daily common planning periods for all teachers by department, and weekly curriculum development meetings (Specific departments based upon assessed need) monthly departmental and faculty meetings, curriculum study groups, four full day staff development days Teacher College staff developers 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
Teacher teams will analyze mid-year writing benchmarks in February 2016 to reflect and revise goals and practices beginning the last week in January. Teacher teams will conduct lesson studies to analyze the rigor of the tasks assigned and the frequency of task that include CLOSE reading strategies and opportunities for student discussions The administrative team will review parental feedback from the PTA and SLT about the workshops provided to build strong family community ties.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based upon an analysis of the following data sources: 2014-2015 Observation data, 2014-2015 Principal’s Performance Review 2014 New York State Common Core assessments, student writing product in content areas, baseline assessments, running records, I-Ready and pre- and post- unit assessments we found that it is necessary to focus on the methods we use to monitor student progress by teachers and 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will support all stake holders in creating systems to monitor student learning outcomes and adjust instructional practices to increase student progress in meeting their goals. As evidenced by at least 80% teachers utilizing feedback loops and formative data to inform their instruction. As well as students’ monitoring their own progress based on teacher feedback and their learning outcomes

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Staff members will participate in ongoing professional learning communities focused around Stiggins (2011) ‘Assessment For Learning’ work. 	<p>All students, teachers, parents</p>	<p>September 2015- June 2016</p>	<p>Principal, AP, Teacher leaders, staff, and external staff developers</p>

<ul style="list-style-type: none"> • Provide professional development through outside vendors, Teacher’s College, Learning Systems on feedback loops, conferring, small group instruction, analyzing formative learning outcomes, inter-class visitations, professional learning communities will collaborate to implement modified instructional practices • Principal and AP will continue to utilize the Danielson framework to observe teachers, provide support, real-time coaching, and resources for growth in pedagogy. We will continue to provide structures that create co-teaching models in classrooms where students are struggling and/or need additional instructional support. • Utilize informal observations data to gauge levels of 3d (Using Assessments in instruction) • All staff familiar with instructional foci and implement professional development strategies as evident in planning and student work review and reflect on instructional practices based on observations and feedback • Standards are broken down into student friendly language for each unit of study. Students are aware of their learning goal and are actively working toward meeting their goals • Students are provided with common school-wide rubrics and checklist to monitor their progress • Evaluate and adopt pedagogy for teaching instructional focus across disciplines. Curriculum, units, lessons and tasks will reflect the focus and address gaps in learning. • Teachers will engage in professional study around instructional foci, formative assessments, professional learning meetings 			
<ul style="list-style-type: none"> • Provide students with a student friendly version of the standard broken down by skill(s) for units of study for students to determine their learning goals • Provide students with clear assessment criteria (check-lists, and rubrics) to monitor their progress • Common grade level pre- and post-assessments are used to monitor student learning, set learning goals, adjust instructional practices (small group conferences, differentiated instruction • Teachers analyze student work to monitor student learning utilizing feedback loops, conference notes, formative student work, norming practices and assessments 	All students, teachers, parents	September 2015- June 2016	Principal, AP, Teacher leaders, staff, and external staff developers

<ul style="list-style-type: none"> Teachers adjust instruction and differentiate tasks to accommodate student sub-groups and multiple entry points to narrow their achievement gaps and increase critical thinking skills 			
<p>Parents have access to Pupil path online student tracking system and will also have access to teacher conferences every week based on the new NYC parental outreach plan for schools. Additionally, we have interim progress reports, newsletters, parent events and ceremonies where parents are continually informed of their child's progress and given information on student academic progress.</p>	All students, teachers, parents	September 2015- June 2016	Principal, AP, Teacher leaders, staff, and external staff developers
<p>To continue to build a school culture based on trust, collaboration and respect school leaders have open door policies. In addition we model a level of professionalism in all we do with, and for staff members. This respect is evident in Teacher Teams, interactions between and among teachers, as well as support staff and parents. The focus of our professional practice will always be an underlying commitment to student success.</p>	All students, teachers, parents	September 2015- June 2016	Principal, AP, Teacher leaders, staff, and external staff developers

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> <ul style="list-style-type: none"> Leadership Cabinet meetings, Professional Development CCLS, rubrics, baseline and formative assessments, common planning periods Rubicon Atlas curriculum, CCLS, rubrics, baseline and formative assessments, common planning periods Lead teachers provide professional development modeling effective close reading strategies Teacher facilitated student groups Daily common planning periods for all teachers by content, and weekly curriculum development meetings (Specific departments based upon assessed need) Teacher College Staff Developers 											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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>School leaders will analyze data from observations, student work/progress and teacher feedback in February 2016 to determine the effectiveness of the systems the content/grade teams are implementing to provide students with actionable feedback, monitor students formative growth and provide opportunities for students to monitor their own progress. As measured by and increase in the number of effective or highly effective in teacher practices within domain 3B, 3C and 3D.</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 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

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

EMBEDDED IN THE OTHER IDENTIFIED GOALS 5A, 5B,5C,5D

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?</i></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.

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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		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	All students working below grade level (level 1 and level 2)	Eight to nine periods of ELA instruction programmed for all AIS students. After School supplemental academy Skills -based differentiated instruction to address assessed learning gaps	Small group/tutoring Needs-based individual/small group instruction, conferring and partnerships	During the school day, Saturday program
Mathematics	All students working below grade level (level 1 and level 2)	Eight to nine periods of Math instruction programmed for all AIS students. After School supplemental academy Skills -based differentiated instruction to address assessed learning gaps	Small group/tutoring Needs-based individual/small group instruction, conferring and partnerships	During the school day, Saturday program
Science	All students working below grade level (level 1 and level 2)	Skills -based differentiated instruction to address assessed learning gaps	Needs-based individual/small group instruction, conferring and partnerships	During the school day, After school and Saturday programs
Social Studies	All students working below grade level (level 1 and level 2)	Skills -based differentiated instruction to address assessed learning gaps	Needs-based individual/small group instruction, conferring and partnerships	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP Criteria , Mandated services, at risk identified by teachers	Guidance helps all students in the areas of academic achievement, personal/social development and career development, ensuring today's	small group, one-to-one	During the school day, after school programs

		<p>students become productive, well – adjusted adults of tomorrow. Cyber Bullying, violence prevention, alcohol and drug education, peer mediation, learning and behavioral needs, suggest improvements to classroom management, strategies or parenting techniques, and evaluate students with disabilities to determine the most appropriate supports for learning, Substance and alcohol abuse, chronic health conditions such as obesity and severe asthma, Healthy Nutrition</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Teachers are screened and interviewed at the NYC DOE Hiring Halls. These teachers were pre-screened by the DOE. A second interview and a demonstration lesson are conducted at the school. The teachers are placed in their assignments based on their license area and experience. School staff is given ongoing professional development throughout the school year including common core instruction, depth of knowledge, Danielson Framework for Teaching, Close Reading Strategies, Teacher's College and Common Core Alignment.</p> <p>In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements.</p> <p>We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an Individual Improvement Plan (IIP) mainly to move teachers toward highly-effective practice. The Danielson's Framework for Teacher Effectiveness (2007) will be used as a professional course of study. Teachers self-assess on a regular basis and confer with school leaders.</p> <p>All professional development is research and evidence based. Research Based Strategies (RBIs) are emphasized in our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.</p> <p>We are committed to ensure that teachers have the resources and support needed to succeed. Additionally, we will continue to fund our UFT Teacher Center so that teachers have professional development opportunities and a space for collaboration. We encourage celebrations of success and sharing.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • A school professional learning plan for existing teachers to improve practice based on the NYC Chancellor's Professional Learning Handbook • Continually train and support in the Danielson Framework with teachers to familiarize them with criteria for exemplary teaching components • Utilize an effective teacher model rubric (Danielson) to provide feedback to teachers

- Provide feedback to teachers in short and frequent observation cycles for continuous improvement
- Provide new teachers with mentors
- Provide common professional periods for teachers to share best practices
- Support new teachers in the tenure process
- Utilize the Network supports
- Provide ongoing professional development towards addressing school wide goals

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The MOSL committee meets to discuss and disseminate assessment choice to staff members. Content grade teams create common assessment (Summative and formative) based on CCLS and content standards for each unit during their professional periods.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	454,495.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	13,752.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,877,764.00		

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

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

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

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

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. **[Intermediate School 230]**, 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. **[Intermediate School 230]** will support parents and families of Title I students by:

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

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

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

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

[Intermediate School 230], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>I.S. 230</u>	DBN: <u>30Q230</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</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>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</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: _____ ELLs in grades 6, 7 & 8 will receive additional instruction, in English, in order to prepare them for the ELA, Math & NYSESLAT Exams in our Saturday Academy. The four teachers will be NYS certified in English, Math & ESL. The ESL Teacher will be pushing into ELA & Math and will use ESL Strategies to help the students access the content. The students receive additional support using various strategies to spiral the skills needed on the NYS ELA, Math & NYSESLAT Exams. We will be using the following materials: NY Ready materials for the NYS ELA & Math Exams & Contentinal's New York ELLs for the NYSESLAT. The Saturday Academy will take place from 8:30 to 11:30 am on selected Saturdays.

The dates for the Saturday Academy are:

1/31/15 (Close Reading Strategies & Multi-Step Equations)

2/7/15 (Main Idea & Unit Rate)

2/28/15 (Text Based Evidence & Area/Surface Area)

3/7/15 (Accessing Grade Level Text & System of Equations)

3/14/15 (Close Reading Strategies & Multi Step Equations)

3/21/15 (Main Idea & Combining Fractions)

3/28/15 (Text Based Evidence & Linear/Percent Equations)

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: _____ The four teachers will receive training on the use of the materials and the new and/or challenging aspects of the NYS ELA, NYS MATH & NYSESLAT Exams that will take place in the Spring of 2015. The training will be given by the Assistant Principals (Ms. Rahamatulla, Ms. Newkirk & Ms. Vitale) that supervise those respective areas. The training will take place during the scheduled Professional Development Mondays from 2:20 - 3:30.

The dates of the PD training sessions are:

12/1/14 (Close Reading Strategies & Multi Step Equations)

12/8/14 (Text Based Evidence & Linear/Percent Equations)

12/15/14 (Combining Fractions)

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

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

Begin description here: Mr. Salazar, parent coordinator, and NYS certified ELA, Math & ESL teachers will conduct parent meetings inconjunction monthly PTA Meetings fom 7:00 - 8:00 pm. Mr. Salazar will translate in Spanish and the PTA President will translate in Bengali, as needed. The meetings will inform the parents of the skills that will be tested on the NYS ELA, NYS Math, & NYSESLAT Exams. Parents will be informed of these meeting using the following methods: letters will be sent home and automated phone calls will be made to the students' homes.

These meetings will take place on:

11/19/14 (Supporting Student Progress in Reading using the CCLS)

12/17/14 (Supporting Student Progress in Math using the CCLS)

1/21/15 (Student Progress in ESL using the CCLS)

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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. • 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 30	Borough Queens	School Number 230
School Name Intermediate School 230		

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 Ronald Zirin	Assistant Principal Donna Vitale
Coach Julie Nelkin	Coach
ENL (English as a New Language)/Bilingual Teacher Valdes Chandrika	School Counselor Angelina Beato
Teacher/Subject Area Monica Hinczewski/ELA	Parent Carlos Henao
Teacher/Subject Area Ian Krengel/ELA	Parent Coordinator Enrique Salazar
Related-Service Provider Christina Nitsa	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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

D. Student Demographics

Total number of students in school (excluding pre-K)	1212	Total number of ELLs	130	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	130	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	47
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	63	Long-Term (ELLs receiving service 7 or more years)	8

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	59	0	8	63	0	35	8	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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							46	20	14					0
Chinese							1	0	0					0
Russian														0
Bengali							10	11	1					0
Urdu							0	3	4					0
Arabic							2	2	0					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1	0	0					0
Other							5	7	3					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)							12	6	3					0
Emerging (Low Intermediate)							3	1	0					0
Transitioning (High Intermediate)							7	6	4					0
Expanding (Advanced)							40	27	13					0
Commanding (Proficient)							23	15	14					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	42	10	0	0	0
7	23	12	0	0	0
8	14	2	0	0	0
NYSAA	0	0	0	9	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	29		21		4		0		0
7	24		15		0		0		0
8	10		8		0		0		0
NYSAA	0		0		0		9		0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We presently administer the I-Ready Diagnostic & Instruction reading assessment and a multiple choice assessment for the NYC DOE CCLS-aligned ELA Fall Benchmark for our baseline assessment. These two assessments are used to determine the students' independent and instructional reading level, as well as a skills diagnostic. This data informs our modifications to the curriculum and specific instruction plans to meet the individual learning needs of students. When analyzing the data, it shows that our ELL students require additional instruction in developing phonemic awareness, decoding academic vocabulary in context, synthesizing information in one or across two texts, and inferring in both informational and literary texts.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data from the NYSESLAT shows that developing and long-term ELLs' reading comprehension is at a higher level than their writing skills. When looking at the NYSESLAT data across grades, it is evident that there are more expanding students in grade 6 than in grades 7 and 8; the number of expanding students decrease in grades 7 and 8.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
According to the Annual Measurable Achievement Objectives, the data reveals that there is a decline in scores when the students transition from 6th to 7th grade. The data also shows that Students with Disabilities and Long Term ELLs are not making the expected progress set by AMAO in terms of progress or proficiency. The data from the Annual Measurable Achievement Objectives is used to create small groups of targeted students to service individual learning needs in the classroom.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

In Free Standing ENL, we do not currently have data to analyze how our ELLs are faring in tests taken in English as compared to the home language because assessments are not administered in their home language. School leadership and teachers analyze the data from

the Periodic assessments, baseline assessments and informal assessments to triangulate the data on language development to inform instruction. The patterns show that students progress from beginner (entering) and intermediate (emerging) levels within one to two years. Students become stagnant in the expanding level resulting in long term ELL status.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
Student bilingual glossaries are used in classrooms; there are content-specific glossaries available in math, science, and social studies. In ELA, students are provided with novels in their native language and create glossaries to translate vocabulary from their native language to English. In the ELA/ENL Classroom, teachers plan a language objective to complement the content and in order to ensure targeted language instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Success for our program is evaluated by progress and performance on the NYSESLAT, NYS ELA exam and NYS Math exam. 33 of last year's 117 ELL students achieved commanding on the NYSESLAT exam and no longer require ESL services. On the NYS math exam 63 students performed at level one, 44 students performed in level 2 and 4 students performed at levels 3 and 4. On the NYS ELA exam, 79 students performed in level 1, 24 students performed at level 2. There were no students that performed at levels 3 or 4.

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.
During the registration process, the initial screening HLIS (Home Language Identification Survey) is administered and the informal oral interview is conducted. The informal oral interview is conducted by one of the ENL teachers, Ms. Nelkin or Ms. Chandrika. In accordance with CR 154-2, the interview is designed to assess students' social and academic language in English. If necessary, the pedagogues are assisted by the bilingual guidance counselor, Ms. Beato who speaks, Spanish. If additional translation is needed, the NYC DOE Translation Unit is contacted for further assistance. The HLIS form is reviewed by Ms. Nelkin and the guidance counselors. When a student is identified as a possible ELL student through the HLIS and the informal oral interview, the NYSITELL will be administered. Within five school days, one of the ESL teachers, Ms. Chandrika or Ms. Nelkin, administers the NYSITELL (and Spanish LAB as well for those identified as native speakers of Spanish) to newly identified students.
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).
The ENL teachers use information from the HLIS, informal interview, and SIFE questionnaire to identify potential SIFE students. Within the first weeks of school, the ENL teachers assess the speaking, listening, reading, and writing skills in both the native language and in English through analysis of student work to determine if the level of work appropriately matches the student's age and years of schooling. We will utilize the Appendix of EPRG for SIFE indication.
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 Language Proficiency Team is made up of Ms. Vitale, Assistant Principal, Ms. Pifferer, School Psychologist, and Ms. Nelkin, ENL Teacher, and will include the parent/guardian of the student. For any newly enrolled student with an IEP, the Language Proficiency Team will meet with the parent or guardian of the student to discuss the IEPs and identify their individual learning needs. Ms. Pifferer, the bilingual School Psychologist will translate for Spanish-speaking parents and guardians. For translation into any other language, the NYC DOE Translation Unit will be contacted for further assistance. As per CR 154-2, there is a 10 day window to accept or reject the LPT recommendation.
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.

After administering the NYSITELL, the ENL teachers scan the answer document and obtain the score from ATS, which is then printed. Within 24 hours, the respective entitlement or non-entitlement parent notification letter is distributed to the student in English and in their native language, if available. A copy of this letter is retained in school files.

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).

Parents will receive an entitlement letter in English and in the parents' preferred language, which explains their right to appeal ELL status within 45 days of enrollment when they receive the entitlement parent notification letter. Ms. Nelkin, ENL Teacher, and Ms. Vitale, Assistant Principal, are responsible for distributing and maintaining letters. A copy of all such letters are filed in the student's cumulative folder as well as a copy in Room 208.

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.

Mr. Salazar, Parent Coordinator, contacts the parents to schedule a parent orientation. The parents of the students that have been identified as ELLs by the NYSITELL attend the Parent Orientation within the 5 days after the NYSITELL is completed. At the orientation, parents will view the parent orientation video in their preferred language to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language and Freestanding ESL). In the event that the parent survey is not completed at the orientation or returned, the default placement for the student is in a bilingual program. The Parent Coordinator, Mr. Salazar, is available to explain these programs in further detail in English or in Spanish. The NYC DOE Translation and Interpretation Unit will be contacted for speakers of other languages who require further translation.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

During the parent orientation, Ms. Salazar, Parent Coordinator, explains the Parent Survey and Program Selection form and requests parents to complete the form at that time or to return it directly to him within 24 hours. Parents receive the Parent Survey and Program Selection form in English and in their indicated preferred language. At the parent orientation, Mr. Salazar translates the survey choices for Spanish-speaking parents. Ms. Vitale, Assistant Principal, monitors each Parent Survey and Program Selection form to ensure the student receives the choice program selection. The Parent Survey and Program Selection Forms are located in room 208 with other ELL documents.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The parent coordinator, Mr. Salazar, encourages parents and guardians to complete the Parent Survey and Program Selection form at the time of the parent orientation. If the Parent Survey and Program Selection form is not returned, Mr. Salazar follows up with the parents by phone to ensure that they are completed and returned in a timely manner. Mr. Salazar interprets in Spanish for any Spanish-speaking parents and utilizes the services of the Translation and Interpretation Unit for other languages, when necessary. After he collects the forms, the documents are filed in the student's cumulative folder and copies of the documents are stored with other ELL documents in Room 208.

9. Describe how your school ensures that placement parent notification letters are distributed. Guidance Counselors are responsible for placing the student in the appropriate class and notifying the parents with the placement notification letter, which is in English and also in the indicated parents' preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation for each child, including the HLIS, non entitlement letters, and entitlement letters are retained in the student's cumulative folder, as well as a copy in room 208. Ms. Vitale, Assistant Principal, and Ms. Nelkin, ENL Teacher have access to ELL documentation and are responsible for maintaining records.

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.

Each year, Ms. Vitale, Assistant Principal, creates a schedule for administering the NYSESLAT to all ELL students identified by the ATS Report RLER. The ELL students are tested by grade with ELLs with disabilities are receiving their testing modifications as indicated on their IEPs. Students take one section of the NSYESLAT (Listening, Reading, and Writing modalities) per day over the course of three consecutive school days. The speaking component of the NYSESLAT is individually administered to the students in the weeks prior to the written portions of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the beginning of the school year, the ENL teachers distribute the Continued Entitlement and Transitional Support Parent Notification letters to each returning ELL student based on the NSYESLAT results. These letters are provided in both English and in the parents' preferred language.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will

you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Based on the Parent Survey and Selection Forms of the past few years, IS 230 is presently aligned with the parents' requests for Free Standing ESL programs. Last year and this year, the parents requested a Free Standing ESL Program, with the exception of one 12:1:1 Bengali-speaking student who requested a bilingual program and therefore has a bilingual 1:1 para as per his IEP. At IS 230, we will continue to program for Free-Standing ESL Programs in accordance with the Parent Survey and Program Selection forms.

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.
Entering and Emerging students will receive ESL services in a combination of stand-alone ESL classes with a certified TESOL teacher and co-taught ENL/ELA. Transitioning, Expanding, and Commanding students will receive ESL services in a co-taught ENL/ELA model with a certified ENL teacher and an ELA teacher. Students are placed in heterogeneous classes with block scheduling.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students are scheduled for ENL and ELA in their program according to the mandated number of instructional minutes for their proficiency level. Entering students will be provided 360 minutes of ENL services per week: 180 in Stand-Alone class and 180 in a co-taught ENL/ELA class. Emerging students will be provided 360 minutes of ENL services per week: 180 in Stand-Alone class and 180 in a co-taught ENL/ELA class. Transitioning students will be provided 180 minutes of ENL services per week in a co-taught ENL/ELA class. Expanding students will be provided 180 minutes of ENL services per week in a co-taught ENL/ELA class. Commanding students will be provided 90 minutes of ENL services per week in a co-taught ENL/ELA class.
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.
Content instruction is delivered to ELL students by teachers in their NYS-licensed subject-specific content areas. Both Stand-alone ENL and Integrated ENL are taught primarily in English to best meet the needs of our students with a diverse range of home languages. Instruction is strengthened with methods to support language acquisition. Instructional approaches include modeling using the document cameras through the SMARTBoards and Promethean Boards, scaffolding through partner work, group work, and guided practice. Specific methods include the use of sentence stems for speaking and writing, seating in groups, home language partnerships for turn-and-talks, which enable ELL students to meet the content demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
New admits whose home language is Spanish are evaluated using the Spanish LAB-R.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are evaluated in all four modalities across the content areas. Students' reading skills evaluated using the I-Ready Diagnostic assessment, reader's responses, classroom discussions of texts, and for certain students, the Teachers College Running Record Assessments. Students' writing skills are assessed through both literary and informational drafts and published pieces, as well as in writing on-demand assessments at the beginning and end of each unit. Students' speaking and listening skills

are assessed during models, turn-and-talks, group discussions, oral presentations. All four modalities are assessed using the ELL Periodic assessment.

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

SIFE and newcomer students receive differentiated instruction with additional periods of stand-alone ENL in a small classroom setting to enable more individualized instruction according to their assessed needs. Both SIFE and newcomer students are provided with both home language and English texts and are partnered with a student with the same home language when available. Entering and Emerging ELL students receive differentiated texts with modified supports including word boxes, translations, leveled questions, sentence stems for speaking and writing. Long Term ELLs are partnered with recently-exited Commanding ELLs in the classroom to provide additional support and elevate the level of language in speaking and in writing in their co-taught ENL/ELA class. Long Term ELLs receive differentiated resources to use as supports including academic vocabulary lists, transition words, and revision checklists. Former ELLs that tested Commanding on the NYSESLAT receive continuing transitional support by receiving differentiated instruction by content area teachers trained to use ESL strategies, testing modifications including time and a half on tests.

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.

Students re-identified as ELL or non-ELL will be assessed in the four modalities by their ENL Teacher, Ms. Chandrika, Ms. Garcia, or Ms. Nelkin, to evaluate their academic progress. Based on the assessment, a plan will be put into place to address their individual learning needs accordingly.

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?

Teachers use second language acquisition strategies are used in ELL and SWD classes in all content areas to support the acquisition of English. Teachers use Tier 1 and Tier 2 words in context based on the students' reading interest and readiness levels. Grade level text books and novels on students' instructional levels are used in content area classes. Students are taught to read grade level complex text by re-reading and studying academic vocabulary. Students are provided language stems to assist in constructing appropriate dialogue and writing. Teachers utilize iPads and iPad Minis in instruction for e-reading, visuals, translating to and from the students' home languages. Classroom libraries are stocked with leveled books that are culturally relevant and suitable for both their reading levels and their grade levels.

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?

The LRE committee reviews the students' progress in ENL and ELA and determines if the student can be mainstreamed in a least restricted ELA class that is also supported by an ENL teacher based upon the child's progress, current performance level, and IEP goals. Students work in small groups based on assessments, language development, and reading and writing data for intense instruction in required skills.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 Dually 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.

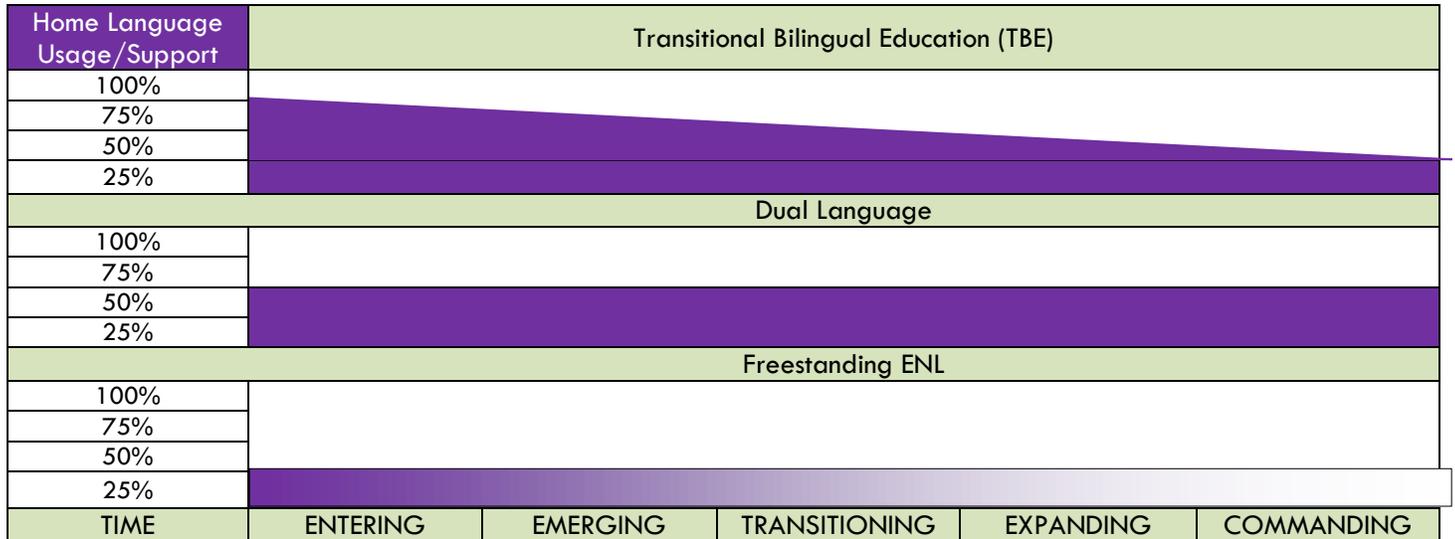


*Note “other approved services” does not apply to New York City at this time.

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. Using data from the I-Ready diagnostic assessment and pre and post on-demands, teachers must focus instruction on reading and writing and/or math skills in their AIS periods within their content. Students are encouraged to respond in their home language, when desired. Translated versions of texts, prompts, and questions are provided when available. This includes ELLs and Former ELLs that require transitional support. The teachers use this time to differentiate their instruction in the content area in a small group setting. In ELA and math, students use I-Ready to target content skills. After taking a diagnostic assessment, the I-Ready program provides lessons with targeted skills and strategies at the students' present level. In Social Studies and Science, teachers administer a pre and post assessment for each unit to assess both content and language skills to inform instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In September, all teachers of ELLs are provided with a copy of the RLAT. During a whole staff Professional Development, Ms. Nelkin, ENL teacher, presents on reading and utilizing the data on the RLAT. Teachers of ELLs are provided updated copies of the RLAT as the school receives new ELL admits. The teachers of ELLs presently use translanguaging as an instructional strategy in the content areas to encourage students to use their home language in talking, reading, and speaking. Teachers have participated in professional development on second language acquisition support strategies including Tier 1 and 2 vocabulary words, the use of discussion groups, and the use of sentence stems. We believe that these added supports meet the needs of our ELLs in content as well as in language. In ELA and in math, teachers use the i-Ready assessments as a tool to diagnose and target instruction. In Social Studies and in Science, each unit has a pre- and post test. Item analysis data is used to target individualized needs.
12. What new programs or improvements will be considered for the upcoming school year?

We are considering integrating the use of ACHIEVE 3000.
13. What programs/services for ELLs will be discontinued and why?

We are not discontinuing any programs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students are invited to participate in the Arts and Literacy after school program, which is held Monday through Friday and offers both academic and non-academic programs. An invitation and application is distributed to all students, with translated versions available. Arts and Literacy staff members circulate at the beginning of the year to inform students of the programs offered. ELLs are invited to participate in Saturday Academy, which offers targeted intervention for ENL/ELA and math for all students. ELLs are offered priority spaces in Saturday Academy when invitations are distributed prior to the start of the program.
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.

In order to meet the needs of all ELLs, including newcomers, SIFE, students with disabilities, and long-term ELLs, the following instructional and technological materials are used: SMART Boards, iPads/iPad Minis and laptop computers, additional multisensory resources, multicultural classroom library materials and online resources.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Classrooms are equipped with ENL libraries which contain books at the appropriate age and reading levels of our ELL students. The libraries contain books that reflect the various cultures, the "new immigrant" experience and bilingual books as well. In math, science, and social studies, bilingual glossaries are available in the students' home languages. Textbooks and workbooks are available in Spanish, other languages are provided upon request and availability. Texts and other supplemental materials are available in Spanish due to the large number of Spanish-speaking ELL students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The school ensures that all required services and resources aligned to the content area curricula and grade level Common Core standards. Texts are rigorous, rich with academic vocabulary and aligned with the content area curriculum.
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).

All newly enrolled ELLs will be informed of the curriculum and the expectations of middle school students. The ELLs that enroll before the school year will be invited to an "Open House" with their parents that include the expectations as well as a tour of the building.
19. What language electives are offered to ELLs?

At this time the entire school, in selected classes, receive Spanish as their language 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)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The Assistant Principals will attend professional development workshops provided by the North Queens Borough Field Support Center. New teachers of ELLs are given professional development on ENL strategies and methodologies during staff development days (Election Day and Chancellor's Day) in accordance with Jose P. The payroll secretary maintains the teacher files and records of the professional development workshops attended, including those in accordance with Jose P. Professional Development opportunities for all staff to cover these topics will include, assistant principals, the ENL coordinator and ENL teachers, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, secretaries, and parent coordinator will be provided on Monday, October 19, November 16, December 21, January 25, February 22, March 21, April 18, and May 23.
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?
All personnel who work with ELL students attend professional development on the integration of appropriate ENL strategies to engage all ELL students in reaching the Common Core Learning Standards in all content areas. The content area teachers and ENL teachers meet during their common planning periods to discuss the needs of our ELL population. During the professional development days (Election Day and Chancellor's Day), the teachers receive content-specific training on how to support ELLs in meeting the content standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
A bilingual (Spanish-speaking) guidance counselor is assigned to the ENL classes and conducts workshops to help the students make the academic and social/emotional transition from elementary to middle school as well as the transition from middle school to high school. The guidance counselors attend professional development workshops covering topics such as anti-bullying, being drug-free, and respect for all, designed to help this age group navigate social pressures of middle and high school, to assist ELLs as they transition from elementary to middle and high school throughout the year.
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.
To meet the professional development requirements as per CR Part 154.2, we will offer a professional development series on Professional Development Mondays, as per UFT contract. Material covered will include emphasis on constructing aligned content and language objectives as well as co-teaching models and practices. Agendas and attendance for these meetings will be maintained in the Professional Development Activities binder.

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?

During the Tuesday Parent Outreach time, the ENL teachers will conduct individual meetings with parents of ELLs to discuss language proficiency results of the NYSESLAT and language skills and development as related to the program. As needed, ENL teachers will make arrangements with the Translation and Interpretation Unit or school-based interpreters ahead of time. Records of the annual individual meetings and all corresponding documents will be kept in a Parent Outreach binder.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Mr. Salazar, Parent Coordinator, coordinates Dessert Night and all PTA meetings in collaboration with the PTA co-presidents, as well as an Urban Advantage trip to the zoo in the springtime. Parents of ELLs are invited and encouraged to attend our annual Career Day to share about different professions. Parents of ELLs are also invited to attend the Science Night with their children, hosted at the Museum of Natural History's at the Hayden Planetarium. All parents, including parents of ELLs, are invited and encouraged to join the PTA and attend school functions. The parent coordinator is available for translation for those that speak Spanish. Parent Volunteers translate for any additional languages that may be needed at these functions.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Some of the workshops and services that are provided for parents of ELLs include Citizenship Classes, GED classes, ENL classes for adults, all organized by the Immigration Center. A grant funds the programs which provided the bi-monthly computer classes, gang awareness workshops and financial literacy workshops among others. Most of these workshops are conducted in English and Spanish.
5. How do you evaluate the needs of the parents? Each year the Parent Coordinator distributes a parent questionnaire in multiple languages. The questionnaire is in multiple choice format to enable the compilation of results in various languages. In the questionnaire, parents are asked what additional services and/or programs they would like for themselves or for their children.
6. How do your parental involvement activities address the needs of the parents? Mr. Salazar, Parent Coordinator, ensures that the needs of the parents are met through parental involvement activities. All parents, including parents of ELLs are invited and encouraged to join the PTA and attend school functions. The parent coordinator is available for translation for those that speak Spanish. Parent Volunteers translate for any additional languages that may be needed at these functions. Some of the activities that are being held include an international dessert night, Skedula training, Citizenship Classes, GED classes, ENL classes for adults, and curriculum night. Most of these workshops are conducted in English and Spanish. Each year the Parent Coordinator distributes a parent questionnaire in multiple languages. In the questionnaire the parents are asked what additional services and/or programs they would like to themselves or for their children. In the questionnaire many parents request English classes. As a result of the request we conduct weekly English classes for parents throughout the school year.

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.

Response to Part V: C. Parental Involvement, 2.

During Back to School Night in September, parents are encouraged to sign up for their annual individual meetings. Parents can choose to attend an in-person meeting held during Tuesday Parent Outreach time or via phone. ENL Teachers, Ms. Chandrika, Ms. Garcia, and Ms. Nelkin maintain records for annual individual meetings with ELL parents.

School Name:

School DBN: **30Q230**

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)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q230** School Name: **I.S. 230**
Superintendent: **Dr. Composto**

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.

I.S. 230 uses the Adult Preferred Language Report (RAPL) and Place of Birth Report (RPOB) from ATS that denotes each student's home language. In addition, we use the Home Language Survey (HLIS) for all of our incoming students. This is the data that we use to assess the language preferences of the parent community for both oral and written communication.

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.

The languages needed for both written and oral communication are: Spanish, Bengali, Urdu and Punjabi.

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.)

Before each parent/ teacher conference we send home a letter translated in various languages stating the date, and times of the afternoon and evening conferences. The parent/teacher conferences are on the following dates: 11/17/15, 3/17/15, 5/11/15. The Parent Coordinator and others translate during the monthly PTA Meetings. Other documents will be translated as needed in a timely manner by the Translation Unit.

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.

In September we have a Back to School Night. There are three parent/teacher conferences during the year November 17th, March 17th and May 11th. Teachers and Guidance Counselors call the parents on an as needed basis depending on the student's individual needs. Some teachers call parents during the Tuesday afternoon Parent Contact Time and other call parents at various times throughout the day. The Parent Coordinator translates as needed in Spanish. Teachers will call the Translation Unit as needed for translation in other languages.

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.

The written documents are generally translated by in-house school staff. Documents will be sent to the Translation Unit, if needed.

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.

Oral translation is also generally provided by in-house staff. The Translation Unit will be called for oral translation, if needed.

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.)

Every fall during a Professional Development Session the staff is given the Language ID Guide, Language Palm Card, "I Speak" card and the phone number to the Translation Unit. Instructions are given regarding how to use these items. The Guidance Counselors and the ENL Teachers are the point of contact for questions regarding the Translation Unit.

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

There are Welcome Posters in various languages at the main entrance. All staff, the Parent Coordinator & School Safety have a Language ID Guide to assist the parents. In addition, the principal sends home a letter, in various languages, informing the parents of the availability of interpretation and translation services. Copies of required notification documents are located in N413.

Part F: Monitoring and Quality Control

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

The Parent Coordinator sends home a survey regarding the quality and availability of translation and other services that the school provides.