



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

<b>DBN: (i.e. 01M001):</b>	<b>12X061</b>
<b>School Name:</b>	<b>P.S. 061 FRANCISCO OLLER</b>
<b>Principal:</b>	<b>PATRICIA QUIGLEY</b>

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: SCEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

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

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**



## Section 2: School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Earlene Harris	*Principal or Designee	
Crystal Quiles	*UFT Chapter Leader or Designee	
Keisha Kears	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Wanda Johnson (See Below)	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stacey Campo	CBO Representative, if applicable	
	Member/Parent	
	Member/	
Wanda Johnson	Member/Chairperson/Para Rep	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marcelline Jackson	Member/ Secretary/Teacher	
Heyda Melendez	Member/ESL/Special Needs Rep	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and SCEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## **Accountability Tools and the Framework for Great Schools**

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

### **NYSED’s Six DTSDE Tenets**

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

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

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

### **NYCDOE’s Quality Review (QR)**

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

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

## **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

At CS61 we create a supportive, nurturing environment in which our students work towards becoming lifelong learners on their journey to attainment of College and Career Readiness. We continuously strive for a welcoming, positive school culture, a collaborative community and an atmosphere of transparency. We believe that students learn best through purposeful, engaging instruction tailored to their identified needs. With this in mind, our Instructional Focus for the 2015/16 school year is to

We believe in the power and strength of community, therefore we hold several discussions, meetings and collaborative work sessions comprised of stakeholders from our School Leadership Team, Professional Learning Communities, Principal's Cabinet, Grade Leaders, Teachers, Paraprofessionals, Parents and other school personnel, throughout the school year to plan, revise and adjust decisions utilizing previous best practices and identifying new goals, challenges and resources as necessary. We utilize information and data gathered from various sources, reports and monitoring agents to assist and drive the focus of this work.

Recognizing how children's learning and development is greatly influenced by their ongoing experiences in their families, schools and communities, we continue to strive for their maximum participation and accountability including continued use of a parent rubric which holds families accountable for their contribution to our students.

We have maintained successful partnerships with Children's Aid Society and other organizations in order to more effectively offer more comprehensive services to our students and families. CAS works in its community schools to integrate the efforts of all three major influences through a partnership approach that addresses four sets of outcome domains: students; families; school community and education policy.

We have maintained above average attendance and, through our partnership with CAS, provide remedial, enrichment and homework assistance activities in after school and Saturday programs for Kindergarten through Fifth Grade. We utilize technology throughout the curriculum, to gather and evaluate data, and to communicate more effectively with parents/guardians. We consistently offer opportunities for our staff and parents to grow professionally.

We are a data driven school and continuously strive to fine-tune our analysis and effective use of student data and assessments gathered through norming and regular monitoring. With this goal in mind, throughout the year we will update and review assessment data on 6 week cycle to document, evaluate and adjust decisions to improve student achievement for all learners consistently throughout the school.

We will also use assessment data and ongoing checks for understanding to revise curriculum to meet the needs of all learners to improve student achievement. We will expand work on vertical and horizontal alignment and sharing best practices across grades and throughout the school.

Through differentiated professional learning opportunities, we continue to move our teachers toward improved teacher practice and increased shared understanding of best practices in instruction for all curricular areas in order to ensure consistency and alignment across grades and throughout the school which will result in improved student achievement for all learners.

As a school community, we will continue our focus on strengthening family engagement through 30 minute scheduled parent/student/teacher meetings and increased communication and support throughout the year to improve student achievement for all learners.



## 12X061 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	360	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		85.2%	% Attendance Rate	93.3%
% Free Lunch		86.2%	% Reduced Lunch	7.3%
% Limited English Proficient		5.6%	% Students with Disabilities	22.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	23.7%
% Hispanic or Latino		75.8%	% Asian or Native Hawaiian/Pacific Islander	0.3%
% White		0.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		15.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		13.5%	Mathematics Performance at levels 3 & 4	22.3%
Science Performance at levels 3 & 4 (4th Grade)		83.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in 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	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>As a school community, we believe that assessment of student learning is an integral part of effective instruction. We gather and analyze and plan for students, using multiple sources of summative and formative assessment data. We use the data to make curricular adjustments and to set long and short term goals for students. Upon reflecting about our HEDI ratings, we realize that the reason we receive a Developing in the area of Tenet 3.5- is that although we have a very comprehensive system of summative assessment collection and utilize this data in curriculum planning, we continue to struggle with more formative data, particularly in the use of ongoing Checks for Understanding, predicting student misconceptions and utilizing this information to make on the spot adjustments to instruction.</li> <li>We are still working on consistently collecting formative data across classes and grades, and using ongoing checks for understanding to identify misconceptions, then make on the spot adjustments to instruction and provide clear action steps for individual students to enable them to achieve identified goals. We are also working on strengthening student reflection, tracking of, and ownership of learning.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>School Quality Review Report</li> <li>C.S.61x School Data System (SAMS)</li> </ul>		

- Learning Environment Survey
- ADVANCE Teacher Evaluation Data
- School Proficiency Rates Data ELA/Math 2013-2015

### **Part 2 – Annual Goal**

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

By June 2016, the percentage of students performing at proficient levels of 3 or 4 in the ELA will increase from 9% to 15% and in Mathematics from 24% to 30% as measured by the 2016 NYS ELA and NYS Mathematics assessments.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>1.</p> <p>1. Teacher teams will follow an agenda which incorporates time allotted for the development of Checks for Understanding when lesson planning and time to discuss specific strategies related to possible misconceptions that might occur during</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Teachers</p>

<p>teaching of topics with particular focus on CCLS RI.1 and RL.1 for grades 3-5 (area of deficiency based on analysis of most recent NYS ELA Exam data) and identify related next steps for instruction for varied learners. We will ensure that this work is tailored to meet the needs of our ELLs, SWDs and other high need subgroups. In addition teams will use a template and protocol which includes space to document possible Checks for Understanding, possible misconceptions that students may have and ways lessons will be adjusted at the point of instruction in the form of If...Then statements.</p> <p>In the area of Math, teachers will place particular emphasis on CCLS OA.A.2 and OA.A.3, consistently utilize problem-solving template for multi-step word problems to address area of deficiency based on analysis of most recent NYS Math Exam data.</p>			
<p>2. Administrators will review teacher team meeting documentation and conduct weekly observations related to the implementation of these strategies in the classrooms. We will ensure that this work is especially</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals</p>

<p>focused with particular emphasis on CCLS RI.1 and RL.1 for grades 3-5 (ELA area of deficiency based on analysis of most recent ELA State Exam data) and in Math, CCLS OA.A.2 and OA.A.3, with particular emphasis on utilizing problem solving template for multi-step word problems tailored to meet the needs of our ELLs, SWDs, and other high need subgroups.</p>			
<p>3. School leaders will monitor and ensure that common planning time is scheduled for teacher teams to meet both vertically and horizontally on a weekly basis so that teachers can plan together.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals,</p>
<p>4. Within Professional Learning Development sessions for teachers, on Mondays, specific emphasis will be placed on helping teachers understand and develop strategies for improving Ongoing Checks for Understanding and their relationship to improved instructional practice and targeted student intervention with particular emphasis on ELA CCLS RI.1 and RL.1 and Math CCLS OA.A.2 and OA.A.3 for grades 3-5.</p> <p>5. Lessons will include a minimum of 2 Checks for Understanding per lesson – monitored through classroom observations, data, and student work analysis, and included in teacher rating system.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Teachers</p>

6. Using information gained from assessments, student work analysis, and Checks for Understanding, teachers will confer with and assist students in taking ownership of setting individual short and long term academic and personal goals with particular focus on ELA RI.1 and RL.1 and Math CCLS OA.A.2 and OA.A.3 (area of deficiency based on analysis of most recent ELA and Math State Exam data ) getting them College and Career ready. Information will be reviewed every 6 weeks during Data Review Sessions to analyze assessment data, track interim progress, and to monitor ongoing student growth throughout the year.

7. Using assessment data, we will provide an afterschool and holiday skills based academic support program in order to more specifically address the needs of individual students.

8. In order to continue to build transparency and trust across our school community, information concerning assessment data and student progress will be shared with parents during parent engagement activities, newsletters, and parent-student-teacher conferences.

--	--	--	--

**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.

1. Administrators, coaches, and teachers funded with Tax Levy, Title I SWP, C4E
2. Administrators, coaches, and teachers funded with Tax Levy, Title I SWP, C4E
3. 1 common planning period per teacher per week teachers funded with funded with Tax Levy, Title I SWP, C4E + SBO/CAS staff will be self-funded
4. Weekly professional learning time (80 minutes) on Mondays. No additional resources.
5. Administrators, coaches, and teachers funded with Tax Levy, Title I SWP, C4E
6. Administrators, coaches, and teachers funded with Tax Levy, Title I SWP, C4E. **We will** purchase additional laptops and Smartboards using Title I SWP and Tax Levy funds so that students can access the online resources.
7. 6 Teachers x per session rate for 50 hours and 1 administrator x per session rate for 50 hours - **P/F**
8. Administrators, coaches, and teachers funded with Tax Levy, Title I SWP, C4E

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

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

**Part 5 – Progress Monitoring**

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

By January 15, 2016, a minimum of 1 snapshot and/or formal teacher observations for each teacher will be documented in the Advance system

Professional Learning Plan and documentation will demonstrate implementation of differentiated professional development and strategies for use of Checks for Understanding. By January 15, 2016, teachers will have documented a minimum 1 meeting per month (5) using the template and protocol.

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>In reflection, we believe that this is an area of strength for our school. Effective communication, in collaboration with our partners of 14 years, Children’s Aid Society, allows us to reach beyond the walls of the classroom to effectively support our students and their families.</li> <li>Our ever-expanding support system allows us to harness additional resources to address the varying physical, social, emotional, economic and educational needs of our 21<sup>st</sup> Century families through other entities such as Wellness In the Schools, Barnes and Noble, City Connects, Fannie Lou Hamer student volunteers, New York Times Neediest Fund etc.</li> </ul> <p><u>Data Sources:</u></p> <ul style="list-style-type: none"> <li>School Quality Review Report</li> <li>C.S.61x School Data System (SAMS)</li> <li>Learning Environment Survey</li> <li>ADVANCE Teacher Evaluation Data</li> <li>School Proficiency Rates Data ELA/Math 2013-2015</li> </ul>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our school will make substantial progress in working with strategic partnerships to promote a safe and supportive environment as measured by 95% of teachers and 98% of parents in agreement that we promote a safe, supportive environment for our students on the 2015-16 Learning Environment Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administer survey to all constituents on a quarterly basis listing all partnerships which allows for feedback around each partnership.</p>	<p>Principal, Assistant Principals Teachers  Parent Coordinator</p>	<p>September 2015—June 2016</p>	<p>Principal  Assistant Principals</p>

Results of these surveys will be shared with all school constituents and utilized to ensure that all partnerships contribute to a safe and supportive environment for all.			Teachers Parent Coordinator
Continue to seek out partnerships which will support our vision in this area.	Principal, Assistant Principals Teachers Parent Coordinator CAS Admin	September 2015—June 2016	Principal Assistant Principals Teachers Parent Coordinator
Develop and revise strategic plans with each partnership in order to ensure that the partnerships are addressing the needs of our community.	Principal, Assistant Principals Teachers Parent Coordinator CAS Admin	September 2015—June 2016	Principal Assistant Principals Teachers Parent Coordinator CAS Admin
Ensure that a comprehensive list describing all partnerships as well as information related to each is included in our handbook and is displayed in prominent areas throughout the building to promote transparency as well as clear communication around student supports available.  In order to build transparency, trust and spirit of collaboration across the school, along with our CAS partners, we will engage our staff and students in regular 'Restorative Justice Circles' to address areas of concern within our school, allowing all constituents to have a 'voice' and make	Staff Parents Admin	September 2015—June 2016	Principal Assistant Principals Teachers Parent Coordinator CAS Admin

valued contributions in addressing and solving issues in our school.			
--	--	--	--

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Initial Survey revised and Administered by November 30, 2015											
Survey results evaluated and shared with all constituents by February 2016.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>Upon reflection, as a school community, we have worked diligently to select, develop and align rigorous curricula to the common core learning standards, including incorporating the instructional shifts within and across grades. We continue to maintain a positive and collaborative learning environment that supports a culture of positive social, emotional, and academic growth.</li> </ul> <p>Strengths and Needs:</p> <ul style="list-style-type: none"> <li>Instructional practices and strategies are organized around annual and unit lesson plans. We continue to struggle with delving deeply into the daily lesson plans to address all students’ goals and needs.</li> <li>Teachers provide CCLS based instruction, however, a challenge is providing consistent multiple points of access to all students.</li> <li>The lack of in-depth focus on components of daily lesson plans inhibits teachers from effectively engaging students in taking ownership of their learning and meeting students’ individual academic needs.</li> </ul> <p>We continue to work on developing consistency of teacher practice, both horizontally and vertically across our school which has been identified, based on our data, as a contributor to lack of sufficient student engagement and academic growth. Based on this data we are revising our instructional focus to consistently utilize ongoing assessment data (specifically Checks for Understanding) to adjust curriculum and scaffold instruction to ensure effective cognitive engagement for all students.</p>		

**Data Sources:**

- School Quality Review Report
- C.S.61x School Data System (SAMS)
- Learning Environment Survey
- ADVANCE Teacher Evaluation Data
- School Proficiency Rates Data ELA/Math 2013-2015

**Part 2 – Annual Goal**

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

By June 2016, 100% of our teachers will have a normed understanding of the Danielson Framework For Teaching components by focusing on identified areas of need related to the Advance Framework, resulting in increased teacher HEDI rating in 3b, 3c, 3d of the Danielson, resulting in 10% increase of students in lowest 1/3 scoring at or above proficiency levels as measured by the 2016 NYS ELA and Math exams.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. School Leaders will participate in Advance pilot program. We are utilizing the Danielson's Framework for Teaching Clusters as Tool for Professional Reflection and Growth in order to guide professional conversations and dialogue utilizing the Danielson Framework in a more logical manner.</p> <p>2. School Leaders will utilize Danielson's Framework for Teaching Clusters to inform Professional Learning, and as basis for classroom</p>	<p>Teachers</p>	<p>September 2015—June 2016</p>	<p>Principals Assistant Principals</p>

<p>observations for teacher improvement.</p> <p>3. Teachers will utilize Danielson's Framework for Teaching Clusters during classroom intervisitations and professional learning communities throughout the year.</p> <p>4. Teachers will then effectively plan lessons, delving deeply into lesson objectives and utilizing data to effectively plan for students' individual needs. Lessons will follow the Balanced Literacy format for each curricula area and will include at least 2 Checks for Understanding, tiered tasks with questions formulated using DOK and focused, student-led discussions.</p> <p>5. Teachers will plan and analyze data in order to make adjustments to instruction including planning for possible misconceptions that might occur.</p> <p>6. Teachers will design differentiated tasks to meet the levels and needs of students.</p> <p>7. Teachers will include multiple entry points in all lessons so that all students can access the content.</p>			
<p>8. Teacher teams will meet weekly to discuss ways to provide a variety of forms of accurate and specific feedback, from both teacher and peers, using a various formative assessments, including a variety of checks for understanding, (exit</p>	<p>Teachers</p>	<p>September 2015—June 2016</p>	<p>Principals Assistant Principals</p>

<p>slips, entry slips, questioning , prompts, discussion points), conference notes, rubrics and checklists, in order to advance student learning.</p>			
<p>9.</p> <ol style="list-style-type: none"> <li>1. School Leaders will use ADVANCE data in order to identify teacher leaders who can turn key best practices related to one or more of the focus priorities which include:             <ol style="list-style-type: none"> <li>1. Include a minimum of 2 checks for understanding in each lesson</li> <li>2. Utilize information gained from Checks for Understanding to make on the spot adjustments to instruction and to correct student misconceptions.</li> <li>3. Plan and analyze data in order to make mindful adjustments to instruction</li> <li>4. Design differentiated tasks</li> </ol> </li> </ol> <p>Include multiple entry points in all lessons</p>	<p>Teachers</p>	<p>September 2015—June 2016</p>	<p>Principals</p> <p>Assistant Principals</p>

<p>10. School Leaders will continue to identify teachers who exemplify best practices in focus areas and share these best practices with other teachers, in order to promote a culture of collaboration</p> <p>11. School Leaders will schedule time for identified teachers to share these practices during model lessons, classroom inter-visitations, instructional rounds, and conduct professional learning cycles.</p> <p>12. School Leaders will create a schedule which ensures that identified teachers are able to execute professional learning cycles related to the focus areas on Mondays throughout the 2015-2016 school year.</p> <p>13. During Observations, school leaders, will conduct a needs assessment related to the focus areas in order to differentiate learning opportunities related to focus areas for teachers.</p> <p>14. School Leaders will analyze growth of teachers in focus areas on a monthly basis using indicators from ADVANCE data in order to</p>	<p>Teachers</p>	<p>September 2015—June 2016</p>	<p>Principals</p> <p>Assistant Principals</p>

<p>adjust professional learning plans.</p> <p>15. School leaders will identify outside Professional Development specialists (Advance Coaches; Generation Ready etc.) to provide additional training and support for teacher improvement.</p> <p>16. In order to build transparency and trust across the school community, information concerning professional learning opportunities aligned to the Danielson Framework as well as our progress towards developing highly effective teaching practices will be shared with all school constituents during school wide events, SLT and PGA (Parent Guardian Association) meetings and newsletters</p>			
--	--	--	--

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> <li>1. Administrators, coaches, and teachers funded with Tax Levy, Title I SWP, C4E</li> <li>2. NAdministrators, coaches, and teachers funded with Tax Levy, Title I SWP, C4E</li> <li>3. Administrators, coaches, and teachers funded with Tax Levy, Title I SWP, C4E</li> <li>4. Substitutes to cover for teachers modeling/conducting/attending professional development Title I SWP</li> <li>5. Substitutes to cover for teachers modeling/conducting/attending professional development Title I SWP</li> <li>6. Monday, 80 minute professional development time teachers and admin funded with Tax Levy, Title I SWP, C4E</li> <li>7. Coaches and teachers funded with Tax Levy, Title I SWP, C4E</li> </ol>

- 8. Coaches and teachers funded with Tax Levy, Title I SWP, C4E
- 9. Administrators funded with Tax Levy
- 10. Administrators funded with Tax Levy
- 11. Administrators funded with Tax Levy
- 12. Administrators funded with Tax Levy
- 13. Administrators funded with Tax Levy
- 14. Administrators funded with Tax Levy
- 15. Administrators funded with Tax Levy
- 16. Administrators, coaches, and teachers funded with Tax Levy, Title I SWP, C4E.

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

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

**Part 5 – Progress Monitoring**

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

Mid-Year Trending conferences will indicate increased HEDI ratings for 70% of teachers in Advance in the areas of 3b, 3c, 3d by February 2016.

Reflection surveys will be completed after professional learning sessions and shared with all constituents, to determine effectiveness and to further differentiate professional learning sessions by 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 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>In reflection, School Leaders will continue to collaborate with teachers, parents, partners and all stakeholders to ensure that the school vision and school-wide goals are discussed and plans for achieving the goals are developed, implemented and revised.</li> <li>The school will continue to utilize the Student Assessment Management System (SAMS) to consistently record and monitor student growth. Teachers will continue to meet during common planning time to analyze data and adjust curriculum based on the needs of the students and engage in professional conversations on clarity of instructional purpose. Monday professional learning time (80 minute session) will be utilized to provide differentiated professional learning opportunities based on teacher needs as informed by observations and Professional Development needs assessment. Teacher practice will be monitored and recorded on a continuous basis using the Advance System.</li> </ul>		
<p><u>Data Sources:</u></p> <ul style="list-style-type: none"> <li>School Quality Review Report</li> <li>C.S.61x School Data System (SAMS)</li> <li>Learning Environment Survey</li> <li>ADVANCE Teacher Evaluation Data</li> <li>School Proficiency Rates Data ELA/Math 2013-2015</li> </ul>		

**Part 2 – Annual Goal**

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

By June 2016, School Leaders will have a revised Progress Monitoring Tool centered on Tenet 4: Teacher Practices and Decisions, which will allow them to monitor progress toward school goals and revise practices throughout the year, resulting in increased teacher HEDI rating in 3b, 3c, 3d of the Danielson, resulting in 10% increase of students scoring at or above proficiency levels as measured by the 2016 NYS ELA and Math exams.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Revise school vision and Instructional Focus based on goals and data review, ensuring that the goals are visible throughout the school community</p>	<p>Principal, Assistant Principals, Staff  Parents</p>	<p>September 2015 -- June 2016</p>	<p>Principal, Assistant Principals</p>

<p>2. Create data walls, demonstrating current levels of performance and progress towards interim and long term goals.</p>	<p>Principal, Assistant Principals, Staff  Parents</p>	<p>September 2015 -- June 2016</p>	<p>Principal, Assistant Principals</p>
<p>3. Provide quarterly opportunities to review goals, monitor progress and revise action plans with all constituents, including staff, parents and students.</p>	<p>Principal, Assistant Principals, Staff  Parents</p>	<p>September 2015 -- June 2016</p>	<p>Principal, Assistant Principals, Data Specialist</p>
<p>4. Refine system for monitoring goals and assessing progress toward achieving the goals.</p> <p>5. Develop school goals related to data and expectations.</p> <p>6. Ensure the School Leadership Team participates in the monitoring and adjustment of the school's goals.</p> <p>7. Monday professional learning time (80 minute session) will be utilized to provide differentiated professional learning opportunities based on data obtained from progress monitoring tool which monitors progress in the area of Tenet 4: Teacher Practices and Decisions</p> <p>8. In order to build transparency and trust across the school community, information concerning progress monitoring centered Tenet 4</p>	<p>Principal, Assistant Principals, Staff  Parents</p>	<p>September 2015 -- June 2016</p>	<p>Principal, Assistant Principals, Data Specialist</p>

and related practice revisions will be shared with all school constituents during school wide events, SLT and PGA (Parent Guardian Association) meetings and newsletters.			
---	--	--	--

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-Year Trending conferences will indicate increased HEDI ratings for 70% of teachers in Advance in the areas of 3b, 3c, 3d by February 2016.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <ul style="list-style-type: none"> <li>Upon reflection, Tenet 6 is our strongest area as a school due to our strong partnerships and effective communication with our families and school community.</li> <li>Our school will continue to partnership with parents, ensuring to keep lines of communication open via telephone conferences, scheduled teacher/parent/student meetings, emails, through the PGA and Parent Coordinator as well as through our CBO, Children’s Aid Society, understanding that our parents are our children’s greatest resource.</li> </ul> <p><u>Data Sources:</u></p> <ul style="list-style-type: none"> <li>School Quality Review Report</li> <li>C.S.61x School Data System (SAMS)</li> <li>Learning Environment Survey</li> <li>ADVANCE Teacher Evaluation Data</li> <li>School Proficiency Rates Data ELA/Math 2013-2015</li> </ul>		

**Part 2 – Annual Goal**

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

By June 2016 parent/family engagement will increase from 10% to 15% as evidenced by the 2016 school environment survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>1. Parent/Teacher/Student conferences held for a 30 minute session including students, so that together, students, parents and teacher can discuss student strengths, weaknesses, short and long-term goals,</p>	<p>Parents  Students  Teachers</p>	<p>September 2015 -- June 2016</p>	<p>Principal  Assistant Principals  Teachers</p>

and next steps both at school and at home in order to ensure optimal student progress			
2. During Parent/Teacher conferences, teacher use our Student Assessment Management System (SAMS) as a tool to communicate where the child is presently, what that means, as well as goals the child needs to attain and supports that will be given in the school, and how family members at home can assist, so that goals can be accomplished.	Parents Students Teachers	September 2015 -- June 2016	Principal Assistant Principals Teachers
3. Individualized Progress reports and Report Cards including Parent Accountability Rubric will be shared with parents 5 times throughout the year.	Parents Students Teachers	September 2015 -- June 2016	Principal Assistant Principals Teachers
4. Provide additional opportunities for parents to participate in school decision-making, school activities and celebrations  5. School leaders will monitor attendance logs of school events kept by the Parent Coordinator, PGA and teachers indicating attendance at Parent Teacher Student conferences, Tuesday Parent Engagement sessions, and other parent workshops to ensure that Family Engagement is increasing as targeted.  6. Students' academic achievement/attendance/citizenship/accomplishments will be celebrated on a monthly basis. Student efforts are continuously recognized throughout the year at various assemblies	Parents Students Teachers	September 2015 -- June 2016	Principal Assistant Principals Teachers Parent Coordinator CAS

where parents are invited and encouraged to celebrate with our school community.

7. Participation in enrichment activities has helped to motivate our students and increased their self-esteem. Students are encouraged to participate in numerous programs which target different interests, learning styles and talents. For example, newspaper club, stock market, music, dance, archery, tennis, gardening, iron chef, etc. We will ensure that this work is tailored to meet the needs of our ELLs, SWDs and other high need subgroups. Many of these opportunities are also provided for parents.

8. In order to build transparency and trust across the school community, information concerning progress toward improved parent/family awareness, participation and input with school decision-making, activities and celebrations will be shared with school constituents during school-wide events, newsletters, and parent-student-teacher conferences.

9. Increased collaboration between Children's Aid Society staff and Parent

Coordinator on outreach and translation efforts to parents across school community.			
---	--	--	--

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>By February 2015, comparison of 2015-2016 family engagement attendance logs will show 5% increase over 2014-2015 data for the same time period.</u>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Beginning of year benchmarks, teacher observations, NYS ELA exam information, and ongoing assessment data are used to determine priority status for AIS.	Programs include Foundations, Soar to Success, Voyager, Great Leaps, Project READ and guided reading groups as part of a pull out support program. Students are also assigned to Acuity individualized tutorials based on their needs. Students receive differentiated instruction and work on phonics, vocabulary, fluency, comprehension, and writing skills.	A pull out model for K-5 students by support teachers and paraprofessionals. For 1 period each day, all 3rd, 4 <sup>th</sup> and 5th grade students are divided into groups of 8-10 for reading and writing strategy instruction.	During the school day and after school.
<b>Mathematics</b>	Beginning of year benchmarks, teacher observations, NYS Mathematics exam information, and ongoing assessment data are used to determine priority status for AIS.	Math intervention is provided for all students in grades 3-5. ; Strategies for problem solving, test strategies and computational skills are the focus. Computer programs like STMath, IXL, and Go Math! are also used to individualize instruction. Students also participate in Stock Market Game for enrichment opportunity.	Students are divided into small groups and are pulled out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support. For 1 period each day, all 3rd, 4 <sup>th</sup> and 5th grade students are divided into groups of 8-10 for math strategy instruction.	During the school day and after school
<b>Science</b>	Beginning of year benchmarks, teacher observations and	Success, Voyager, and science based guided reading	Students identified as needing additional support in Science,	During the school day

	ongoing assessment data are used to determine priority status for AIS.	groups as part of a pull out support program. Students receive differentiated instruction and work on development of science vocabulary, comprehension, and inquiry skills	are divided into small groups and are pulled out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support.	
<b>Social Studies</b>	Beginning of year benchmarks, teacher observations and ongoing assessment data are used to determine priority status for AIS.	Social Studies content is supported throughout the literacy academic intervention programs such as: Soar to Success, Voyager, guided reading groups as part of a pull out support program. Students receive differentiated instruction and work on development of Social Studies vocabulary, comprehension, and global skills.	Students identified as needing additional support in Social Studies, are divided into small groups and are pulled out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support.	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Beginning of year benchmarks, teacher observations and ongoing assessment data are used to determine priority status for At-risk services in conjunction with Social Worker, School Psychologist, Crisis Management Team and PPC.	Provide counseling to students who are at risk for academics and behavior. Students are referred to PPC by classroom teachers and then are monitored by the social worker. Every 6 weeks, student progress is discussed at Child Study meetings with teachers and administrators.	Students identified as needing additional support in At –Risk Services, are divided into small groups and are pulled out by the DOE Social Worker and CAS Social Worker, who provide intervention services on a pull out basis.	During the school day and after school

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <p>Ways that Highly Qualified Teachers can be recruited to our school include, supportive administration, competent mentor support, smaller class size, and a desire to make a difference.</p> <p><b>Supportive Administration</b></p> <p>Highly Qualified Teachers understand that a supportive principal and administration are vital in making schools into true learning communities. Our school shows respect for educational decisions, and cares about and services all students, those who are at risk as well as accelerated students. Common planning time is built in to the daily schedule where teachers meet on grade level and plan together. Additionally, new teachers at our school are provided highly qualified mentors, and opportunities for quality professional development both on and off site. All teachers are encouraged to research and participate in off-site professional development opportunities and are expected to share best practices by presenting the information gathered to the entire staff at our professional development meetings.</p> <p><b>Smaller Class Size</b></p> <p>It is our goal to maintain reduced class size, appealing to teachers' dedication to the profession and the challenge to make a difference by providing an environment that is conducive to maximizing student-teacher interaction and student growth.</p> <p><b>Certification Requirements</b></p> <p>We must recruit highly qualified teachers who meet all certification requirements.</p> <p><b>Background Research</b></p> <p>Check references, previous employment, certification requirements of potential candidates to identify most qualified candidates.</p>

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

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

**Professional Support**

As a school we participate in numerous high quality professional development opportunities such as Network PD, ADVANCE system for teacher evaluation, Various curricula and technology programs that we use include Professional Development for our teachers and staff. etc.

Mentors with expertise in dealing with challenging students and demanding curricula are available to offer support that the teachers need. New teachers have time built into the schedule for frequent visits with mentors to observe strategies that are modeled and practiced as well as opportunities for inter-visitation to classrooms of master teachers to observe best practices. These mentors also provide professional development opportunities in effective curricula and instructional practices with intensive focus on student achievement.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

In recognizing the importance of positive early childhood experiences and effective transitions from early childhood programs to elementary school we maintain strong partnerships with Children’s Aid Society and Tremont Crotona Day Care Center. We invite their staff to participate in our professional learning opportunities to align curriculum and practice. We expanded our Pre Kindergarten to add one additional class as well as supporting Children’s Aid Society in opening an additional Pre K classroom. Additionally, we hold school-wide orientation sessions including Kindergarten classroom visitations to help incoming pre-school students and their parents feel more comfortable as they transition to our Kindergarten program.

**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.

Our MOSL committee meets to at the beginning of the school year and quarterly throughout the school year to make recommendations and decisions regarding the selection and use of appropriate summative assessments. Our Professional Development Committee makes recommendations for professional learning opportunities related to the assessments used. These committees work closely with School Leaders to ensure that assessments and professional learning opportunities are aligned with the 6 tenets and the school’s instructional focus and goals.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$345784	X	Section 5A, 5B, 5C, 5D, and 5E
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$68,822	X	Section 5A, 5B, 5C, 5D, and 5E
Title II, Part A	Federal	106,109.00	X	Section 5A, 5B, 5C, 5D, and 5E
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,767,646.00	X	Section 5A, 5B, 5C, 5D, and 5E

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

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

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

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

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

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

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

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

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

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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. CS61 Francisco Oller School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. CS61 Francisco Oller School will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

CS61 Francisco Oller School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>061</b>
School Name <b>Francisco Oller</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Patricia Quigley</b>	Assistant Principal <b>E. Harris/M. Jagtiani</b>
Coach <b>Heyda Melendez</b>	Coach <b>Jane Drexel</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Jessica Singh</b>
Teacher/Subject Area <b>Marisol Rodriguez/Gen. Ed</b>	Parent <b>Keisha Kearse</b>
Teacher/Subject Area <b>A. Alvarez/Special Education</b>	Parent Coordinator <b>Vernetta Boyd</b>
Related-Service Provider <b>Esther Perez, Social Worker</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Rafaela Espinal Pacheco</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>319</b>	Total number of ELLs	<b>23</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	-----------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	20	<b>Newcomers</b> (ELLs receiving service 0-3 years)	19	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	19	0	1	1	0	1	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

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

### Freestanding English as a New Language

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We use DRA Running Records, Core Knowledge Skills Assessments and Student Work Samples to assess early literacy skills. From the data collected, students are assigned to AIS services as needed and work with teachers in small groups to enhance vocabulary development and phonics skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 NYSESLAT and NYSITELL shows 9 students in grades K, 1,2,3 and 5 who are performing at Beginner Level. 4 students from grades 2, 4 and 5 are performing at Emerging (Low Intermediate) Level, 1 student who is performing at the Transitioning (High Intermediate) Level, and 9 students 10 across grades 1 to 5 are performing at Expanding (Advanced) Level. Our ELL students perform better on the Speaking and Listening sections of the NYSESLAT. NYSESLAT results indicate need for more support in the reading and writing areas. The ESL teacher works on the reading and writing skills and AIS services are provided to additionally support those areas.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Note: The state did not release the spring 2015 NYSESLAT scores in combined modalities; as a result, the RNMR, which is the ATS report that generates NYSESLAT scores in combined modalities is not available for the spring 2015 NYSESLAT. Analysis of our ELL population shows that many of our students are immigrants, new to our school and in lower grades. 19 of 20 students are in the ESL program for 0-3 years. As a result these students are stronger in Listening and Speaking and weaker in Reading and Writing. The weakness in the reading/writing proficiency levels leads us to emphasize reading and writing strategies with our ELL students. For the 2015/2016 school year we are using the Core Knowledge Listening and Learning strand to develop basic language, speaking, listening and critical thinking skills. We are also using the Core Knowledge Skills Strand to develop phonics, phonemic awareness, fluency and writing. Our ELA Reading and Writing programs provide a range of instruction that includes whole group, small group, centers and individual student work.
- 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?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4. Examining student results and using ELL Periodic Assessments:

- a. The pattern that we notice across performance levels and grades is that our students are much stronger in speaking and listening. Our students who are at the advanced level still struggle with reading and understanding higher level vocabulary and application of non literal contexts. We provide supports in a variety of ways such as bilingual glossaries/dictionaries, use of visuals, technology, reading, rereading and restating questions. We have a freestanding ENL program and our students are in English speaking classes, therefore, most instruction is in English. Most of the testing is administered in English.
  - b. School leaders and teachers use the Periodic Assessments to help teachers differentiate instruction and to identify students' strengths and weaknesses, and to assign additional supports such as AIS as needed.. Teachers use the data to form small groups for instruction, to differentiate assignments and homework and to modify instruction as needed.
  - c. The Periodic Assessments also help identify students in need of AIS services. They also show us areas where our ELL students are having difficulty such as writing with details, using academic vocabulary, understanding how to solve word problems and application of ideas. For students who are non native speakers of English in testing grades, translations of content area tests is offered. Where available, standard translated tests are requested and administered. When student requires test in a language that is not offered, appropriate translator is secured and all established protocols are followed.
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](#).] Our school gathers data from a variety sources (DRA's, Core Knowledge Skills assessments, Ed Performance, End of Unit tests etc). We use this data to form small groups, differentiated instructional activities and tiered academic intervention services. We evaluate the data we collect every 6 weeks and make adjustments to RTI etc.
6. How do you make sure that a student's new language development is considered in instructional decisions? We take consideration of the children's new language development by utilizing data gained from assessments such as proficiency levels on NYSITEL and NYSESLAT, Ongoing classroom assessments, DRA-2's, Fountas and Pinnell's, Looking at Student Work Samples, End of Unit tests , Vocabulary assessments etc, Items Skills Analysis etc. We use this data to drive our instruction and to plan for their engagement in different activities both during the school day and during after school activities. We provide real objects, clear visuals, content area dictionaries, individual and small group activities, use of technology etc. We meet every six weeks to review new student data as it becomes available and to make and revise instructional decisions. We look at where each student has strengths and where they are facing challenge based on the data gathered and utilize this information for planning more individualized 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). We use data throughout the year, as well as data from interim assessments such as Ed Performance, Periodic Assessments and standardized exams to determine how successful our programs are for our ELL students. Our ELL students make progress on the NYSESLAT --moving from beginning to intermediate, intermediate to advanced and to proficient. Our ELL students do much better on the Speaking and Listening portions of the NYSESLAT. Improvement in the reading and writing sections comes naturally at a slower pace for the ELL students. Our ELL students are still struggling on the NYS exams. We continue to work to create as much background knowledge, improve content area vocabulary and comprehension so that our students can have greater success in this area.

## 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.
  1. The steps for initial identification:  
When parents register students at our school they are interviewed by the school's licensed ENL teacher who helps parents fill out The Home Language Identification Survey . She conducts an oral interview in English or the native language. Based on the results of the Home Language Identification Survey, All parents or guardians of newly enrolled students are required to complete a

Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language is used in the home. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the NYSITELL within 10 school days of enrollment. Performance on this test determines the child's entitlement to English language development support services. (If NYSITELL results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) The ESL teacher administers the Spanish Lab test if needed. A determination is made if the student qualifies for ENL services. The ENL teacher explains all of the options available to students (Transitional Bilingual Education, Dual Language and Freestanding English as a New Language). As new students enter the school during the school year, the process of interviewing and administering the survey is conducted. Parents are provided with a translator to aid them in filling out the HLIS survey. Staff available to translate include the ESL teacher, Social Worker, Coach and Children's Aid Society staff members. Parent Coordinator arranges translation if necessary. Each Spring, the licensed ESL teacher and proctors administer the NYSESLAT test to evaluate ESL student progress. The ESL teacher in conjunction with the Testing Coordinator, arranges administration the NYSESLAT to all eligible students by checking school lists of students who took the NYSITELL and Spanish LAB and the list of students identified by ATS.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
  2. Initial determination of SIFE status begins at the time of completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If at this time, there are indications that a student has had interruptions or inconsistencies in their formal schooling, then we administer the "oral interview questionnaire". For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). We also look at student work if available.
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).
  3. After determining that a student has a disability and needs special education services, the IEP team and the Language Proficient Team Members (Principal/Assistant Principal, Certified ENL Teacher, Special Education Liaison, and the Student's parent/guardian) review information from HLIS, follow up interviews with Parent/Guardian & student, educational history including whether student is currently receiving bilingual or ESL services, the number of years the student has received those services, review of cumulative record and report cards, and the levels of proficiency, both expressive and receptive, in the home language and English, and other available information, assessments, student work etc. to reach a determination as to ELL status and placement.
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.
  4. How the school ensures that entitlement, non-entitlement and continuing letters are distributed within five school days after NYSITELL is scanned and score is determined:

ATS reports used to determine NYSESLAT eligibility are printed and reviewed. Using information from these reports, ESL teacher, Parent Coordinator and Social Worker ensure that letters are created, distributed and returned. A log is maintained of all attempts made to contact parents. Administration regularly reviews reports and checks to make sure that all entitlement and continuing letters are completed, distributed, accounted for and maintained in an organized and accessible manner and that all correspondence is provided in parents' preferred language.
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).
  5. During orientation, parents/guardians are informed verbally and in writing (in their preferred language) that they have the right to appeal ELL status within 45 days of enrollment. Correspondence is provided in the parents' preferred language. ESL Teacher is responsible for ensuring that the correct process is followed completely. She also maintains locked files with copies of all letters and signed forms. Principal and Assistant Principals monitor on a regular basis to ensure that proper procedures are followed and that all communication is completed in required time frames, filed appropriately and that we are in compliance at all times.
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.
  6. Structures to ensure that parents understand the programs available:

Parent Coordinator and PGA assist in reaching out to eligible parents to ensure that they are invited to and attend an orientation program in September and meet with the school Social Worker and Bilingual/ESL teacher. A video is presented to clarify all three ELL programs offered and to help parents understand their choices. At the present time, parents of all 20 ELL students have chosen the Freestanding ENL program. The school conducts parent workshops throughout the year to explain the programs offered to new incoming families and any parent who might wish to revisit the possible program choices. Translations are available during the meetings to ensure that parents understand the choices available and how each program is designed to support their child. The Bilingual/ESL teacher, Parent Coordinator, PGA parents and Children's Aid Society staff reach out to parents to ensure that all parents understand all of the options available to them for their children. Documentation of all efforts is maintained in locked files kept by the Bilingual/ESL teacher and monitored by the Principal and Assistant Principals. If a parent is absent from the meetings,

numerous efforts among the Bilingual/ESL teacher, the Parent Coordinator and the school Social Worker such as phone calls, waiting for them at arrival and dismissal, asking teachers to help contact parents, and in extreme cases making a home visit are done to ensure that all eligible parents are reached. When a program such as TBE/DL becomes available, then parent coordinator, Bilingual/ESL Teacher, and Social Worker reach out to all parents to let them know of the existence of the program and to enable them to choose this option. When a parent survey is not returned, the bilingual program is the default placement. Correspondence is provided in the preferred language(s) of the parent.

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.
  7. How the school reaches out to parents to ensure that Parent Surveys and Program Selection forms are returned in a timely manner, and how we monitor parent choice:

All Parent Surveys are kept in their child's Cumulative Record Folder. As new children are admitted to our school, ENL teacher is immediately informed and schedules meeting with parent/guardian to secure necessary survey forms and provide orientation and program selection options. On a biweekly basis, ENL teacher reviews list of eligible students to ensure that necessary forms have been distributed and collected. ENL teacher contacts parents individually by phone or scheduling face to face meeting if any information remains outstanding ensuring that all records are current with all appropriate forms included. ENL teacher maintains records in a secure space . Administration regularly reviews documentation to ensure that it is properly distributed, collected and stored. Parents are always encouraged to ask any questions about the ENL program or any documentation requested or collected. ESL teacher, school social worker and parent coordinator repeatedly contact parents if the form are not returned, including making a home visit if necessary. ENL Teacher, Parent Coordinator and school Social Worker work together to provide seamless communication with all parents of ENL students. If new programs open such as TBE/DL then this team reaches out to all parents of ENL's to inform them of the opportunity and to allow them to choose this option if they want. We also encourage parents to come to the school if they have any questions about the letters or any other concerns. Translation is provided in preferred languages at all steps to ensure that parents understand all information .
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
  8. Administration regularly meets with ENL teacher to review Parent Survey and Program Selection form completion rates to ensure that all forms are accounted for. ENL teacher and parent coordinator repeatedly contact parents if the form are not returned and communicate immediately with school leaders if any difficulty arises regarding return of forms. In cases where forms are not returned after numerous efforts, a home visit will be made. All communication and correspondence is provided in the parents' preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
  9. Once the program is selected, the parents notification letters are distributed in the appropriate home language to the parents of eligible students. On a biweekly basis, ENL teacher reviews list of eligible students to ensure that necessary forms have been distributed and collected. ENL teacher contacts parents individually by phone or scheduling face to face meeting if any information remains outstanding ensuring that all records are current with all appropriate forms included. ENL teacher maintains records in a secure space . Administration regularly reviews documentation to ensure that it is properly distributed, collected and stored.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
  10. ENL teacher ensures that all ELL documentation for each child including HLIS, non-entitlement, and entitlement letters are filed in the students cumulative records in a secure location. ENL teacher maintains a checklist of necessary documents which is reviewed regularly by administration. Administration also conducts random documentation checks to ensure that all documents are retained appropriately throughout the year.
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.
  11. We print and review ATS reports to determine NYSESLAT eligibility . We follow all established testing procedures and protocols including maintaining the security, administration etc. We assign two proctors who are not the student's ell teacher, and make sure to administer all components. We maintain a checklist of all ELL students and ELL reports to ensure that all eligible students are tested. All NYSESLAT testing is supervised and monitored by school administration. Checks and Balance system is used to ensure that all four components of NYSESLAT are administered properly as required. Procedures are in place so that if any student is absent for any portion of the NYSESLAT exam, they are tested during the make-up period. Parent is contacted immediately upon student absence to ensure that they will be present to take the NYSESLAT as appropriate.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
  13. How the school ensures that continued entitlement and transitional support parent notification letters are distributed:

ATS reports used to determine NYSESLAT eligibility are printed and reviewed. Using information from these reports, ESL teacher, Parent Coordinator and Social Worker ensure that letters are created, distributed and returned. All correspondence is provided in parent's preferred language. Administration regularly reviews reports and checks to make sure that all entitlement and transitional support letters are completed and maintained in an organized and accessible manner.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

13. What is the trend in program choice: After interviewing and showing the Orientation Video for Parents of English Language Learners 20 out of 20 parents choose to have their children at CS 61 in the Freestanding ENL Program. The program model offered is aligned with parent requests because data collected from surveys and interviews show that parents prefer the Freestanding ENL Program. We have approximately 20 eligible ESL students from K to grade 5.

## 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.
      1. How instruction is delivered:
        - a. We have a Free Standing ENL program. We use an integrated ENL push-in combined with a pull-out ENL model. All ELL students are in classes that receive instruction in English. The ENL teacher pushes into classrooms (gen ed; collaborative; and self contained) and works with small groups of ELL students in ELA and other content areas, according to their academic needs.
        - b. Pull-out ENL model – Students are additionally serviced according to grade level with heterogeneous proficiency levels in each group. After reviewing the results of the LABR, NYSESLAT, and ATS reports children’s language proficiency levels are identified. Then the ENL teacher schedules the appropriate units of ESL instruction for those students.
      - b. TBE program. *If applicable.*  
n/a
      - c. DL program. *If applicable.*  
n/a
  2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
    - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      2. Organization of staff to ensure mandated instruction:  
We currently have 20 students receiving ENL instruction from a certified ESL teacher. She ensures that students receive the mandated number of instructional minutes based on their level of proficiency. This is documented and reviewed regularly to ensure requirements are fulfilled. Entering (Beginning) Students receive 360 minutes per week. (Minimum of 180 minutes of Integrated ENL/ELA and 180 minutes of ENL); Emerging (Low Intermediate) Students receive 360 minutes per week. (Minimum of 180 minutes of Integrated ENL/ELA, 90 minutes of ENL, and an additional 90 minutes of ENL or 90 minutes of ENL Content Area); Transitioning (Intermediate) Students receive 180 minutes per week. (Minimum of 90 minutes of Integrated ENL/ELA and and an additional 90 minutes of ENL or 90 minutes of ENL Content Area); Expanding (Advanced) students receive 180 minutes per week in Integrated ENL/ELA or other content area.; Commanding (Proficient) (Former ELL's) continue to receive services for an additional two years. They receive 90 minutes of Integrated ENL in ELA or Content Area.
  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.
    3. Content area instruction:  
The ENL teacher delivers instruction in English and uses visuals, bilingual dictionaries/glossaries/technology, and when possible- students’ native language to clarify content area material. Instruction is differentiated based on needs. The ENL teacher reinforces academic language and the use of ENL strategies to clarify content area information. ENL teacher also meets with classroom teachers to review student work, provide assistance, resources and advice.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

4. We ensure that Ells are evaluated in their native language by providing testing in native language using appropriate language speaking personnel. As a free standing ENL program, all instruction and assessments are given in English except for the Spanish LAB which is administered in Spanish when required.

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

Throughout the entire school year, students are continually assessed using a variety of assessments such as DRA-2 (Grades K-3); Fountas and Pinnell (Grades 4, 5)(Every Six Weeks or sooner); Alphabet and Sight Word Assessments(Monthly); Writing Assessments(Ongoing); Core Knowledge Listening and Learning Assessments( at beginning and end of each unit), etc. ENL teacher meets with classroom teachers to discuss student progress, challenges, assessments and co-plan instruction accordingly. Teachers meet regularly on grade level to look at student work samples and determine next steps instructionally (across all four modalities) for the students. Every six weeks student inquiry teams meet to review and analyze assessment data such as results of DRA-2 (Grades K-3); Fountas and Pinnell (Grades 4, 5); Alphabet and Sight Word Assessments; Writing Assessments; Core Knowledge Listening and Learning Assessments, Student work samples, etc. Grade Teams also meet monthly to Look at Student Work and how students are progressing across all four modalities as well as subject areas.

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

5. How instruction is differentiated for ELL subgroups:

- a. When a SIFE student enters our school, assessments are done in Reading, Writing, Math, Speaking and Listening and other content areas. Based on the results of our extensive assessment process an individualized plan is developed for the student. Academic Intervention Services are begun as well as coordination of service discussions among the child's teachers, ENL teacher, AIS provider, coaches and administrators. Progress is monitored and updated regularly and at a minimum of every 6 weeks, the group assembles to discuss progress, adjustments that need to be made to services provided, strategies for classroom teacher and parent.
- b. Instruction for Newcomers or students in the preproduction stage of language acquisition is focused upon modeling, gestures, actions, visual signs, and context clues to obtain and convey meaning particularly in the area of functional language development. A major focus is on comprehension as students develop listening strategies which is the first area they begin to master.
- c. Instruction for Students who have been receiving services for 4 to 6 years is focused around increasing the limited vocabulary, extending short phrases, reading and writing longer sentences and paragraphs, responding to literal questions, understanding and retelling stories and working on the language errors that they still make.
- d. Instruction for long term ELL's (6+ years) is focused on strengthening their understanding, increasing their academic language and vocabulary, developing reading and writing stamina and developing higher order questioning, understanding and application of academic content.
- e. ELL students continue to receive instructional supports after the initial period of ENL push in support. Additionally testing modifications that include extended time and reading of the listening passages a third time are still provided. Our 5th grade students receive support that helps with transitioning to middle school. Students with IEPs who are entitled to ESL support are identified and the ESL teacher provides in class support as she does with general education students. ESL students receive AIS services in ELA and Math as well as Science along with all our students who are entitled. ESL strategies and visuals are used to clarify concepts and provide additional support.

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, based on an approved re-identification appeal are monitored regularly through our six-week child inquiry meetings, where we review student work, ongoing assessment data and teacher notes. This consistent progress monitoring ensures that any regressions that the student may be having is monitored and adjustments such as added AIS or other interventions may be implemented.

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?

8. Instructional strategies and grade-level materials that teachers of ELL-SWD's use to provide access to academic content areas and accelerate English language development are:

We use a push-in--pull-out model in a collaborative manner, QTEL strategies, reinforcement of skills and strategies practiced in conjunction with classroom teachers, the balanced literacy model, cross curricular support and collaborative planning

Chart to include content areas as well. A variety of materials such as magnetic letters, dry erase boards, technology, real life photographs, etc are used to accelerate English language development. ELL teacher and classroom teachers also review IEP's for goals, strengths, and challenges along with classroom teachers and work together to support development of academic content knowledge and English language development. Native language materials are provided when available. Bilingual and picture dictionaries and glossaries are provided and used.

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?

9. We use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment through the use of our push-in model. Students are supported in classroom with their peers and regular teachers as well. We use flexible scheduling with push in supports wherever possible to ensure that ELL SWD's spend the maximum amount of time with their general education student counterparts. We work with our classroom teachers and ESL teacher to ensure that IEP and English Proficiency goals are reviewed and monitored regularly to ensure that students are moving towards attainment. We use differentiated instruction, academic intervention, small group tutoring and CBO supports to assist us.

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

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

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

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

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

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

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

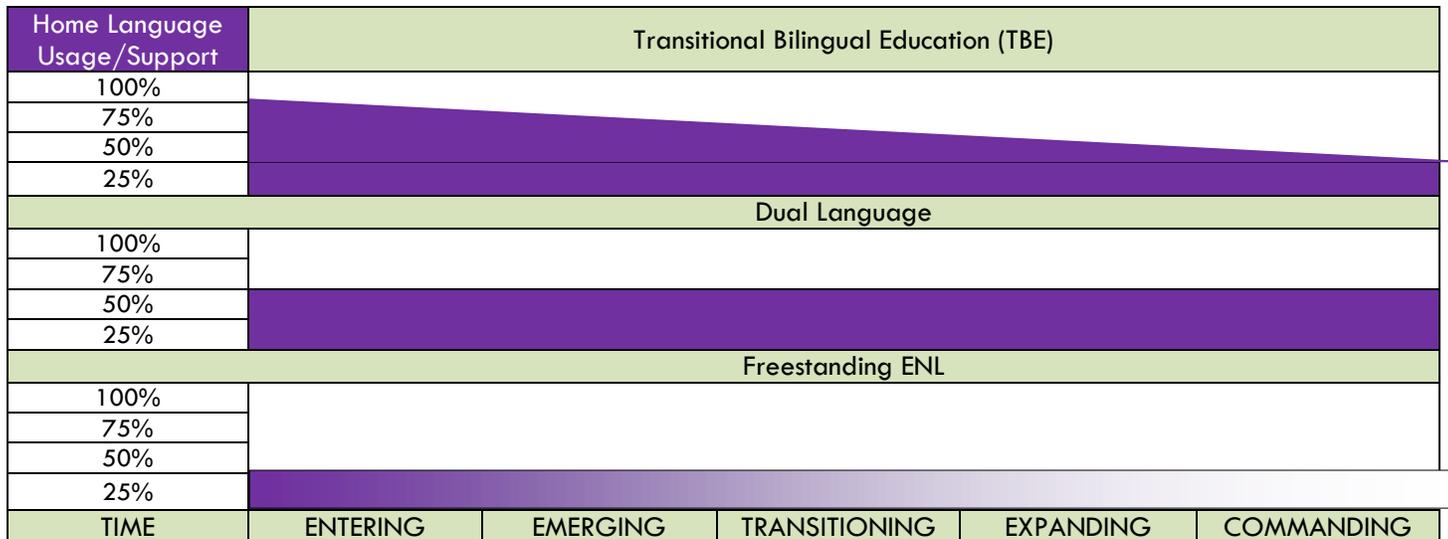


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
10. Targeted intervention programs:  
All students who are "at risk" of not meeting state standards of proficiency are identified for intervention services. ELL students are included in all intervention programs offered as well as afterschool Children's Aid Programs that offer tutoring and homework help. ELA and Math intervention is provided by the Professional Development Coaches, teachers, and paraprofessionals. Students receive intervention in reading, writing and vocabulary development. Classroom teachers identify students in need of support for Science and Social Studies and provide differentiated support for them. All students are assessed every 6 weeks to check for progress and to make necessary adjustments in education plan. All ELL students are exposed to all resources the school has to offer including support services and technology. ESL strategies, Visual Thinking Strategies, Visual Aids, photographs, real life scenarios, multilingual dictionaries or glossaries, google translate etc are all used to assist students in strengthening their content knowledge in all subject areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
11. Our ELL Students are making progress as shown by the NYSESLAT testing. They also show growth during the school year on classroom end of unit exams, diagnostic assessments, and student work products. Listening and Speaking are much stronger, than reading and writing. As more rigorous academic content is being presented and tested, our students are struggling more. ELL Teacher and classroom teachers are working to provide increased scaffolds and supports to assist all students including our ELL population with accessing these higher demands.
12. What new programs or improvements will be considered for the upcoming school year?  
12. New programs or improvements to be considered for the upcoming school year:  
Review of our school's data continues to show a need for increased rigorous curriculum to meet the more challenging needs of the Common Core State Standards. As a result we are utilizing the Core Knowledge Language Arts program (which focuses on exposing students to higher academic language and rich literary content) for our lower grades (PreK to 2nd Grades.) We are utilizing Ready Gen for our grades 3 to 5 ELA. We are working now to utilize these literacy curricula within the Balanced Literacy Framework, which we believe enables us to better meet the needs of our ELL and SWD populations. We have also instituted the GO MATH program for grades K to 5. All of these programs provide options for differentiation and scaffolded supports that our teachers can use for our ELL's and SWD's.
13. What programs/services for ELLs will be discontinued and why?  
13. Rationale for programs/services for ELLs that will be discontinued:  
We are continuing our Integrated Freestanding ENL program to meet state mandates for instruction. Historically, we do not generally have large numbers of ELL students. As a result we are planning to continue our Free Standing ESL Program using the integrated push in model with pull out supports. No ESL programs or services are planned to be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
14a. How ELLs are afforded equal access to all school programs:  
We are a Schoolwide Projects/Title I school. All school programs during the day and after school are open to all students. The Children's Aid Society provides our after school program for all students that includes tutoring, homework help, sports and the arts and health. ELLs are offered equal access to all school programs (curricular, extracurricular, during the school day, after school and holiday programs.) All notices and invitations are sent out in English and Spanish; translators for all preferred languages are present for all recruitment and launching events. All programs have ELLs, SWDs and general education students. Bilingual staff are available both during the school day and through our CBO (Children's Aid Society) to further support and include all students.  
14b. After School and Supplemental Services offered to ELLs in our building:  
We do not have a Title III program based on our ELL registration.
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.  
15. Instructional materials, including technology, used to support ELLs:  
In order to increase the skills needed for our student to improve their Listening, Speaking, Reading and Writing skills and content areas knowledge we are using a variety of instructional Materials. We use manipulatives, listening centers, picture dictionaries, manipulatives, laptop computers, and several online programs such as Brainpop ESL, Visual Thinking Strategies, RAZ-KIDS, ST Math, IXL Math, Nessy, Achieve 3000 and google translate to support all subgroups of ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
16. How native language support is delivered:  
We have a Free Standing ENL program and classroom instruction in English. The ENL teacher pushes in and uses native language to clarify concepts as needed. In instances where further clarification is necessary, we use appropriate language personnel for assistance. We also have multilingual classroom library books and bilingual word-->word glossaries for content areas etc.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
17. Required services support, and resources are given based on the stage of the child's language development (Beginner, Intermediate, or Advanced) and Stage (Pre Production, Early Production, Speech Emergence, Intermediate Fluency) correspond to ELLs ages and grade levels. As students achieve proficiency, there is a transitional period of continued support. Since we have a push in model, the support is given according to grade , age and proficiency levels in the student's classroom.Paste response to question here:
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).  
18. Activities to assist newly enrolled ELL students before the beginning of the school year:  
When ELL students enroll at CS61, parents are sent an invitation to attend an orientation session, including a video describing the model of ENL instruction provided by the school. We attempt to make the students and parents feel welcome and confident by introducing them to other ELL students, members of our Parent Guardian Association and giving a tour of the school.
19. What language electives are offered to ELLs?  
18. Language electives offered to ELLs:  
We are an elementary school and do not offer language electives.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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.)
  1. School staff attend workshops including classroom teachers - general and special ed, assistant principals, and speech teachers. In addition to the Monday afternoon Professional Learning time sessions, teachers have common preps to attend workshops and plan together. All Bilingual/ELL personnel are included in Professional Learning Sessions.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
  2. Opportunities for on and off site trainings are provided to staff when available such as:
    - QTEL model – Quality Teaching for English Learners including
      - Using ESL strategies and approaches to support our ELLs
      - How to align ESL standards with ELL instruction
      - Looking at Student Work to adjust instruction for ELL's and SWD's
      - Using Centers to differentiate instruction
      - Using small group instruction/guided reading to help ELLs
    - Common Core Learning Standards
    - Rigorous Questioning and Discussion Techniques
    - Developing and Implementing Common Core Curricula
    - Utilizing Language and Vocabulary Development in Social Studies and Science
    - Developing Math Problem Solving Strategies
    - Decomposing Numbers Grades Pre-K to 1
    - Balanced Literacy Model Refresher
    - Using the Danielson Cluster Framework to Improve Teacher Practice
    - Building Capacity and Improving Results for All
    - Restorative Circles to Improve Communication and Build Community
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. Transitioning to middle school  
We are a pre-K to grade 5 school. We help students prepare for middle school by teaching to the 5th grade NYS Common Core standards which adequately prepares them for middle school academic and social expectations. Social Worker and Guidance Counselor are given training regarding the levels and stages of ELL's as well as information regarding transitioning to 6th grade. Teachers in 5th Grade review 6th Grade curriculum and along with EFL teachers make recommendations for ELL students who are transitioning to middle school. Social Worker also receives training in use of QTEL teaching strategies.
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.

### 4. Meeting professional development requirements .

As part of our Professional Development Plan, workshops designed to specifically address the needs of English Language Learners are provided to staff to ensure that the minimum required number of hours are met for all staff. (15% of total hours for all teachers (ENL teacher receives ELL Specific PD). The ENL Teacher, Coach and Administration work closely to incorporate ELL topics as separate PD's as well as incorporating strategies within other Professional Development such as content areas etc. Coaches and Administrators provide ongoing ELL training for all teachers such as QTEL Strategies, Differentiation for ELL's, Considering Stages of Language Development and making adjustments to instruction etc. All documentation is kept in a Professional Development binder and monitored regularly by school leaders.

CS61 Professional Learning Calendar/Schedule:

September 2015

9/21 & 9/22 -Compliance Issues/Chancellor's Regulations

9/29 - Compliance Issues/Building Response Teams/Training Door Alarms/De Escalation Protocol

October 2015

10/5 - Online Resources to Improve Student Achievement

10/13 - Compliance Issues 504's , Academic Policies, & Translation Policy

10/19 - Concussion Information Training/ ELA and Math Testing Procedures

10/26 - Child Abuse and Neglect Prevention /Chancellor's Reg. A-750/ Restorative Circles to Build Community

November 2015

11/3 - Full Day PD -- Danielson Framework for Teaching Cluster Pilot-Self Assessment/Effective Family Engagement Conferences

11/9 - Tech Resources -- Study Island -- Meeting our Students Needs in ELA (2-5) /Looking at Lowest Third (Pre-K - 1)

11/16 - Building Capacity and Improving Results for All continued...

11/23 - Looking at Student Work using New Writing Program (By Grade Band) (PreK-1, 2-3, 4-5)

11/30 - Quality Teaching Strategies for English Language Learners

December 2015

12/7 - Cluster IV Danielson Designing Tasks- ELA (Focus Groups)

12/14- Looking at Student Work (By Grade Band) (PreK-1, 2-3, 4-5)

12/21- Unpacking the Standards/Curriculum Planning

January 2016

1/4 Looking at Student Work with focus on English Language Learners & Students with Disabilities

1/11 Using Small Group Instruction/Guided Reading to help English Language Learners

1/25 Looking at Student Work - Writing (By Grade Band) (PreK-1, 2-3, 4-5)

February 2016

2/1 Utilizing Language and Vocabulary Development in Social Studies with Science with focus on ELL's and SWD's

2/22 Evaluating and Adjusting Curricula

2/29 Questioning and Discussion Techniques

### 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?
  1. Our ENL Teacher, Parent Coordinator and Social Worker work together to plan for and provide annual, individual meetings with parents of ELL's on an ongoing basis, to discuss program goals, language development progress, assessment results, and making connections to all content areas. Parents of ELL students are encouraged to take advantage of Tuesday afternoon parent sessions for any support regarding their children's academic or language needs. Additionally, ENL teacher makes herself available regularly on Tuesday afternoons to provide parents support and information regarding assisting their children, progress monitoring, transitioning to school, translation and interpretation as necessary, etc.
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.
  2. Parent Coordinator and ENL Teacher work closely together to outreach to parents and ensure that their needs are met. Both maintain copies of all meetings, sign in sheets, agendas, contact logs etc. ENL Teacher also keeps notes of all sessions held with individual parents, or conferences between parents, content teachers and ENL teacher.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  3. Our PGA and Parent Coordinator hold meetings to address the needs of all parents, including ELL parents. Parents are notified of meetings and topics and are invited and encouraged to attend. Monthly parent workshops are facilitated by the Parent Coordinator regarding different curriculum topics including Math, ELA, Science and Social Studies; and NYS testing programs, how to identify ELL population/services offered/parent options, activities/strategies to help your child with homework and classwork. Bilingual Staff as well as Bilingual Staff from Children's Aid Society (CBO) provide translation services to assist in supporting the home/school connection. Parents are also offered translation information provide by the NYC Department of Education. Additionally, ENL teacher meets with parents on Tuesday afternoons to provide information regarding assisting their children, progress monitoring, transitioning to school, translation and interpretation as necessary, etc.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
  4. We have a partnership with the Children's Aid Society. They provide an afterschool program that includes arts, homework help, tutoring, and sports. All students including ELL students are invited to attend. Children's Aid Society also assists in providing workshops for parents on a variety of topics such as Helping Students Succeed in School; Entitlement, Health Issues, CookShop etc.
5. How do you evaluate the needs of the parents?
  5. We use Parent Interest and Need Surveys conducted by the Parent Coordinator to determine the needs of parents. The Parent Coordinator in conjunction with the PGA reaches out to parents to provide services and workshops that meet the needs of our parents as identified in our parent surveys, including community ESL programs for parents, Translation services, Involvement as contributing members of school community etc.
6. How do your parental involvement activities address the needs of the parents?
  6. Our parents are part of the School Leadership Team and all parents are invited to the meetings. The PGA holds monthly meetings during the day and evening hours to accommodate all parents. School staff provide meetings relating to academic subjects, testing requirements, state standards and school expectations. Parents are invited to our school assemblies and class trips. In collaboration with our CBO, we hold a one day retreat for staff and parents of all students, including ELLs. Meetings and Letters to parents are translated into Spanish. We use School Messenger which is a telephone system that phones parents in both Spanish and English to inform them of important events and reminders. We use Social Workers, CAS (CBO) Workers, Parent Volunteers and other bilingual individuals to assist in translating for any parent who needs it.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: **CS61 Francisco Oller School**

School DBN: **12X061**

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)
Patricia Quigley	Principal		1/1/01
E. Harris/M. Jagtiani	Assistant Principal		1/1/01
Vernetta Boyd	Parent Coordinator		1/1/01
Heyda Melendez	ENL/Bilingual Teacher		1/1/01
Keisha Kears	Parent		1/1/01
M. Rodriguez	Teacher/Subject Area		1/1/01
A. Alvarez	Teacher/Subject Area		1/1/01
Heyda Melendez	Coach		1/1/01
Jane Drexel	Coach		1/1/01
E. Perez	School Counselor		1/1/01
Rafaela Espinal Pacheco	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

DBN: **12X061** School Name: **Francisco Oller**  
Superintendent: **R**

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

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

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

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

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

---

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.

As part of the admissions process, parents are interviewed and complete the Home Language Survey. We utilize information from the Home Language Survey to determine their preferred language of communication and to identify a resource who can assist them when needed. Data from the ATS report of parent written and spoken language is generated and reviewed to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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.

Spanish  
French

## 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.)

School Handbook, Parent Newsletters, Calendars, Flyers and Announcements, After-School program information, Principal letters, Assessment/Testing information, Curriculum overviews etc. are all translated for parents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

VIP Night (Welcome Back to School/Curriculum) (September)  
Parent/Teacher Student Conferences (November & March)  
Additional Curriculum Night (May)- Prep for Next Year  
Attendance Teacher Outreach/Social Worker Outreach (Ongoing September--June)  
Teacher - Parent Communication (Ongoing September-June)

## 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.

School will provide written translation to parents. The written translation is provided for all parent communication including Principal and Staff letters, notes, and rubrics used with the students. The written translation services are provided by in-house staff and Children's Aid Society staff members who are based in our school. Our school also purchases dictionaries in identified languages and makes use of Google Translate when possible.

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 translations are provided during Admission, Very Important Parent (VIP) Night, Open School Night, Parent/Teacher/Student Conferences/ Parent Guardian Association Workshops, and for any teacher parent communication. The oral translation services are provided by in-house staff, other parents and Children's Aid Society staff members.

## 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.)

As part of our beginning of the year staff orientation, all staff members will receive information about how to use translation services and over-the-phone interpretation service including T&I Brochure, Language ID Guide, Language Palm Card etc. This information will be included in our staff handbook which is transmitted by email at the beginning of each new school year and when changes are made to it.

## Part E: Providing Notice of Language Assistance Services

---

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

### Checklist of Notification Requirements

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

CS61 will fulfill all parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663 by ensuring that all staff are trained accordingly, including this information in staff and parent handbooks, reviewing this information periodically, and following the Notification Requirements, etc.

## 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)

ENL Teacher, Parent Coordinator and School Social Worker will work together to gather feedback from parents on the quality and availability of services through parent surveys, and informal polling throughout the year. They will document this information and school leaders will use it to improve quality and availability of services available.