



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

09X132

School Name:

P.S. 132 GARRET A. MORGAN

Principal:

ANISSA REILLY

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 1: School Information Page

School Information

School Name: The Garrett A. Morgan Elementary School School Number (DBN): 09X132
Grades Served: K – 5
School Address: 1245 Washington Avenue Bronx, New York 10456
Phone Number: 718.681.6455 Fax: 718.681.6466
School Contact Person: AnneMarie Redman Email Address: Aburwel@schools.nyc.gov
Principal: Anissa Reilly
UFT Chapter Leader: Adrienne Moore
Parents' Association President: Dawn Grant
SLT Chairperson: Keybi Sneed
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Dawn Grant
Student Representative(s): Not applicable

District Information

District: 09 Superintendent: Leticia Rosario-Rodriguez
Superintendent's Office Address: 1245 Washington Ave Bronx, New York 10456
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: 718.579.7143 Fax: 718.410.7017

Borough Field Support Center (BFSC)

BFSC: Bronx Field Support Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718.794.4903 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
Anissa Reilly	*Principal or Designee	
Adrienne Moore	*UFT Chapter Leader or Designee	
Dawn Grant	*PA/PTA President or Designated Co-President	
Gladys Rodriguez	DC 37 Representative (staff), if applicable	
Dawn Grant	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Harriet Washington	Member/ Parent	
Paige Harris	Member/ Parent	
Roselin Sanchez DeRivera	Member/ Parent	
Beatrice Sallard	Member/ Parent	
Dawn Pressie	Member/ Parent	
LaShawn Jefferies	Member/ UFT	

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

Garrett A Morgan is a barrier-free elementary school with 500 diverse students from kindergarten through grade 5. We are located in one of the poorest congressional districts in the nation and serve a high-poverty community. Despite these obstacles, we consistently make tremendous academic progress with our varied student populations.

The vision of Public School 132 is to create a community of children to be competitors in a global society who will ultimately have a profound impact on the world. We are committed to exposing children to the nuances of the technoworld and embedding it into their daily learning so that it will have a positive effect on their academic and social growth. This commitment will provide them with the necessary foundation to be successful in their future academic endeavors.

Our mission is to engage children in learning that prepares them to be productive global citizens by ensuring they are reflective in their thinking and published works, critical thinkers, effective communicators, proficient in all subject areas, and strong in character.

This is accomplished through our partnership with New York University and Columbia School of Social Work, that provides additional social worker interns that help and support our climate and culture to ensure that the social-emotional environment is attended to. This allows us to provide all children with the best possible educational setting and ultimately impact student achievement. Student achievement is also impacted through the use of technology. Every classroom has at least two computers and shares an ELMO. All fourth and fifth grade classrooms have document camera smart boards. We have a full service MAC lab with smart board technology, three iPad carts, and three mobile laptop carts available for use. A technology club was created for students who have expressed an interest or demonstrated outstanding ability in technology. This club, "The Spotlight Tech Squad", trains students to troubleshoot, become videographers, and edit videos and audio sound bites which will ultimately assist in providing them with the technological skills needed in the global workforce. Our students that are performing at the higher end of the learning spectrum are invited to join the BOOST club, and once a week, in addition to their daily class assignments, are afforded the opportunity to extend their learning through the media-arts.

To ensure that we are developing the whole child we provide the following:

- **Arts Instruction** includes the following: Beginner dramatic arts instruction, master class dramatic arts instruction, Reader's Theater, recorder class, band instruction, violin instruction, modern and cultural dance, dramatic poetry, and visuals arts instruction.
- **Healthy Living** includes the following: CookShop, Healthy snack initiative, healthy eating choices and recipe instruction to educate students palates, and physical education classes.
- **Sports Programs** includes the following: Basketball and Cheerleading teams that compete competitively.

Our instructional practices have been most influenced by the work and research of Charlotte Danielson (Evaluation Rubric), Fountas & Pinnell, Ruth Culham's (6+1 Traits of Writing), Norman Webb (Depth of Knowledge), LCI (Learning Center Initiative), and UDL (Universal Design for Learning).

The work and research is embedded throughout units of study, daily lessons, assessments, teacher & student support resources/tools, observations including feedback provided to teams and teachers, and professional learning.

There have been three specific areas/domains of focus:

- o 3b: Using Questioning and Discussion Techniques (Quality of Questions/Prompts, Discussion Techniques, and Student Participation/Conversations)

- o 3c: Engaging Students in Learning (Rigorous instructional outcomes, activities and assignments, Purposeful Grouping of Students, Meaningful Instructional Materials and Resources, Structure of lessons, and Pacing)

- o 3d: Using Assessment in Instruction (Feedback, Checking for understanding, and Student self-monitoring)

The Danielson framework provides specific criteria regarding instructional practices. The research has influenced how we engage in conversations with teachers and teams, and given us descriptive and common language used in the development of teacher learning which has directly impacted student learning and progress. Before the implementation of the rubrics, for teacher development, it was important for our learning community to become familiar with the ideas and language of the rubrics, which have been used in providing feedback, both orally and in writing.

Married with the Danielson framework is the Chancellor's Framework for Great Schools that encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus ensures that every child is consistently ready for the next grade, level, and set of challenges. Based on robust research, the six elements of the Framework identify the areas that each school 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. The key area of focus for this year and the one we as a school community have made the most progress is rigorous instruction. It is defined as the following: **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. To that end our beliefs are as follows:

Our Beliefs of How Students Learn Best and How We Define Rigor: Teacher Practice and Student Engagement

- o Planning with students at center, differentiation (making smart decisions, when, where & how)

- o Communicating purpose, “why” they are learning what they are learning: student awareness of goals/objectives and learning targets.

- o Student understanding the purpose of their learning/tasks

- o Student centered: Student-to-student interaction, teacher as facilitator

- o Making connections, building on/developing prior knowledge

- o Student engaged in conversations, questioning, and reflection: protocol, criteria, rubrics evident.

- o Use of clear criteria, exemplars, rubrics. Consistent checking for understanding techniques, assessment throughout units, culminating assessment tasks (aligned to teaching and CCLS).
- o Feedback provided by teacher and peers that communicate grows(off target) and glows(on target) as well as next steps with a reflection.
- o Creative, engaging, relevant tasks that allow for hands-on experiences, use of tools, and manipulatives.
- o Explicit, clear modeling: Scaffolding strategies, guided practice, small group instruction.
- o Use of exemplars, models, and/or a mentor text
- o CCLS integration
- o Planning for essential and guiding questions
- o Use of teacher questioning, anticipating student responses/moves and planning accordingly
- o Evidence of Blooms and DOK, scaffolding and differentiating questioning
- o Small group instruction, flexible grouping
- o Conferring
- o Building vocabulary through tiers (everyday, academic, content/domain specific)
- o Celebrating student work/projects: Teaching practices leverage use of data, inquiry, strategies, questioning, and discussions that promote higher levels of thinking.

Ensuring Instruction for All Students: Knowledge of students

- o Teachers supplement and revise units based on whole class, small group, and individual student needs – this is evident in unit and daily lesson plans.
- o Multiple entry points: Supplemental texts/resources, choice in process and product.
- o Use of data to make decisions, adjust lessons, create flexible groups, identify conference next steps, including student sub-groups.

Engagement Strategies Evident in Classroom Practice.

- o Student discussion protocol's and discussions built into units/lessons.
- o Student to student discussions and questioning.
- o Development of guided questions throughout unit and lessons.
- o Task cards, criteria, rubrics used to support individual and groups of students .

As we continue to strive to create conscience global citizens, we have implemented a Recycling Program to further assist in the New York City's Going Green Initiative and a Healthy Eating Initiative to address the rising childhood obesity and asthma percentage in our community.

09X132 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	489	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	89.0%	% Attendance Rate		88.8%
% Free Lunch	89.2%	% Reduced Lunch		0.2%
% Limited English Proficient	13.2%	% Students with Disabilities		28.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		43.7%
% Hispanic or Latino	54.9%	% Asian or Native Hawaiian/Pacific Islander		0.2%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.79	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.57
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.9%	Mathematics Performance at levels 3 & 4		10.0%
Science Performance at levels 3 & 4 (4th Grade)	68.4%	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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (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	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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
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.	D
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.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our recent Quality Review revealed that teachers use a full complement of curricula tools, such as pacing calendars, curriculum maps, unit and lesson plans across all grades and classes that incorporate a progression of sequenced and scaffolded skills. It also stated that teachers are in the process of developing protocols to monitor and adjust curricula. As evidenced by the Quality review, the school wide professional development plan reflects six cycles conducted from September through June. The topics covered are the Danielson Framework for Teaching, explicit instruction, high-level questioning, response to intervention, developing open-ended math problems, tiered assignments, assessment and needs assessment/ reflective end-of-year planning. Professional development sessions are conducted every Monday from 2:20 – 3:00. In addition, the English as a second language department has conducted professional development focused on effective ESL strategies such as vocabulary-building using visuals and close reading. School leaders conduct informal observations to ensure that teachers implement strategies that are reinforced during professional development sessions within their instructional programs.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, all teachers will consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher order thinking skills as evidenced by HEDI ratings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Implementation of the following age appropriate strategic discussion protocol in all lessons: K-Turn & Talk; Grade 1 - Turn & Talk/Micro</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers are responsible for implementing and Administrators are responsible for overseeing the strategy</p>

Lab; Grade 2 - Micro-Lab; Grade 3 - Micro-Lab/Concentric Circles; Grade 4 - Fishbowl; Grade 5 - Socratic Seminar/Debates. The usage and implementation of these protocols will provide all students-SWDs and ELLs- with the continued practice with language in educational settings while developing their thinking with peers and adults.			
Monthly professional development that focuses on turning traditional mathematics textbook problems into open ended word problems. Teachers will use and apply this new learning to the various tiered activities in each lesson/unit to provide access for all learners.	All Teachers	September 2015 – June 2016	Mathematics consultant responsible for implementing and teachers responsible for overseeing strategy
The parent coordinator and teachers will host monthly CCLS workshops centered around understanding of content and strategies to be used at home to support their child's learning.	All parents	October 2015 - June 2016	Teachers and the parent coordinator are responsible for implementing and Administrators are responsible for overseeing the activity.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Curriculum development team will use the ReadyGen curriculum for ELA, GoMath for math, Amplify Seeds for Science, Houghton Mifflin for Social Studies, the Arts Blueprint for all Art forms, and Physical Best for PE/HE. • Per-session funds will be used to fund the workshops and after-school activities. • CCLS will be the guide used to design activities. • EngageNY will be used for videos and instructional resources, specifically around discussion protocols. 											
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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

• Teacher surveys and reflection sheets

• Informal and formal observations

• Student work

By January 2016 at least 50% of the teachers have received and sustained at least an effective in 3b on their informal and formal observations.

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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of D and I.
- 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.

Our most recent Quality Review indicated that school leaders consistently communicate high expectations to the entire staff and provide training and accountability systems linked to the attainment of the expectations. Families receive ongoing feedback from teachers to further their understanding of student progress toward the expectations that are set for them. To ensure that the principal is leading by example and nurturing the professional growth of teachers and staff, by developing and delivering the instructional and social-emotional support that drives student achievement, the principal, in collaboration with student support staff, will create and implement a plan with structures that uses data to address student academic and social emotional development. This is accomplished with the school community collecting relevant data and developing ways to address various student needs. In addition, a Culture & Climate Committee is in place to address these needs and implement the plan.

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, school leaders and support staff will implement a strategic based plan that will deliver and monitor timely services and supports to students as evidenced by

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Social work Interns will implement strategic based plans that support the social emotional development of students via PBIS and healthy eating habits.</p>	<p>At risk students</p>	<p>Monitored on 6-8 week cycles</p>	<p>Teachers and social worker interns</p>
<p>RTI team will oversee the students in need of social emotional support and used research based intervention techniques such as Sound Reading or Foundations.</p>	<p>All students</p>	<p>Weekly</p>	<p>RTI Team</p>

ESL Teachers and resource room teachers will provide push-in services to support the students' acquisition of the curriculum.	ELLs and SWDs	Daily	ESL teachers
After-school tutorial and enrichment services utilizing Ready NY.	All students	2X a week	Arts Residency Instructors , Administration and staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Relationships with universities that have social worker programs • Professional development for the RTI team and strategy tool kit • ESL teachers • Partnerships with Arts Based organizations • Per-session for various staff <ul style="list-style-type: none"> • The resources used will be Foundations, iReady, and ReadyNY 											
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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	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.
<ul style="list-style-type: none"> • Social worker intern evaluations • Online occurrence reports • AMAO I and II <p>By January 2016, all students will have made at least a 20% increase on the mid-line assessments.</p>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
The findings from the most recent Quality view are as follows: Teachers collaborate frequently to examine student work, plan together and visit each colleague’s classrooms to share ideas and best practice, through a desire to continually improve student outcomes. Teacher teams are engaged in the analysis of benchmark assessments, running record data and Measures of Student Learning. Grade level and class-level trends are charted and submitted to school leaders. Teachers are developing in the use of these data to develop action plans and tailor interventions for groups of students. Teacher leaders and coaches support the use of instructional practices and strategies that are aligned to plans.		

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, all teacher leaders and coaches will ensure that teachers use instructional practices and strategies that create opportunities for students to make their thinking visible through grade-appropriate discussion protocols and varied learning opportunities as evidenced by teacher growth on the Danielson Framework.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Strategic review and revision of lesson plans</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Mentors, and administration</p>
<p>Professional development that builds teacher knowledge with effective instructional practices and strategies aligned with students’ needs.</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Professional development team and Mathematics consultant</p>
<p>Monthly ELL Professional development that builds teacher knowledge around best ESL methodologies and practices.</p>	<p>Teachers of ELLs</p>	<p>September 2015 – June 2016</p>	<p>Lead ESL teacher</p>

Part 4 – Budget and Resource Alignment

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

- Curriculum development team
- Per-session
- EngageNY
- Ready Gen
- Go Math
- NYSESLAT instructional materials

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

Part 5 – Progress Monitoring

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

- Unit tests
- Performance tasks
- Quizzes
- Informal and formal observations
- By January 2016, all students and classes will use the grade specific discussion protocols as evidenced in class discussions and teacher plans.

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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
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.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Our most recent Quality Review revealed that the curricula-aligned assessments and rubrics provide actionable feedback to students and teachers. Common assessments are used by teachers to monitor students' progress toward goals and make instructional modifications. The school leader and other school administrators are implementing the school's observation plan and providing timely on-going evidence based actionable feedback to staff. The school leader and other school administrators use an informal schedule for observing.		

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— <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, the school leader and other key stakeholders will collaboratively develop a formal school-wide curriculum map, that outlines specific unit/lesson skills and strategies to be mastered as evidenced by feedback from the PPO and Quality Review.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All formal observations completed by March 2016. To ensure completion, weekly schedules will be submitted with teacher name and subject to observed.</p>	<p>All teachers</p>	<p>November 2015 to March 2016</p>	<p>Principals and Assistant Principals</p>
<p>Observations with actionable feedback based on school-wide instructional foci. Feedback will be analyzed by principal to make certain it is aligned with school foci and it is realistic.</p>	<p>All teachers</p>	<p>October 2015 to May 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • School leader • Other administrators • Instructional Coaches • Educational Consultants • Teachers rated effective or highly effective in specific components on the Danielson framework for Teaching and Learning • ADVANCE 											
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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ul style="list-style-type: none"> • ADVANCE dashboard • TIP meetings • Formal and Informal observations • By January 2016, 50% of all observations will be completed as per ADVANCE. 											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The school leader in collaboration with school staff has developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement. The school is in the process of implementing a plan to provide professional development to school staff on how to develop partnerships with families. In addition to the aforementioned, the 2014-2015 Quality Review cited that school leaders consistently communicate high expectations to the entire staff and provide training and accountability systems linked to the attainment of the expectations. Families receive ongoing feedback from teachers to further their understanding of student progress toward the expectations that are set for them.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that all staff members understand how to create and sustain high levels of family engagement as evidenced by the school survey.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Bi-Weekly family engagement workshops aligned with the school's focus and approved by the principal via submission of the Moving into Action form by the Parent Coordinator.</p>	<p>All parents</p>	<p>September 2015 to June 2016</p>	<p>Teachers and Parent Coordinator</p>
<p>Bi Weekly family engagement professional development aligned with the grade focus and approved by the assistant principals via submission of weekly proposals.</p>	<p>Teachers</p>	<p>October 2015 to June 2016</p>	<p>Parent Coordinator and Librarian</p>

Daily ESL instruction for non-English speaking parents	Dedicated teacher	September 2015 to June 2016	Office of Adult and Continuing Education.

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.											
Dedicated teachers, flyers, notebooks, writing utensils, and a dedicated room.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.											
<ul style="list-style-type: none"> • Surveys • Agendas • Attendance sheets • Learning environment survey <p>By February 2016, a minimum of 30% of registered parents per class will be present for weekly class meetings and 30% or registered parents school-wide will be present school-based meetings.</p>											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ol style="list-style-type: none"> 1. Fountas and Pinnell 2. Baseline, Midline, and Endline writing 3. MOSL'S 4. Rigby Running Records 5. ReadyGen Performance Tasks 6. ReadyGen Unit Exams 7. Student-led Conferences 	<ol style="list-style-type: none"> 1. Guided Reading 2. Foundations 3. Tier 1 Interventions 	Small groups	During the school day
Mathematics	<ol style="list-style-type: none"> 1. Go Math Baseline, Midline, Endline exams 2. GoMath Chapter and Unit Assessments 3. Teacher Created assessments 4. Student-led Conferences 	Tier 1 Interventions based on teacher knowledge and as described in the GoMath curriculum	<ol style="list-style-type: none"> 1. Small groups 2. 1-1 tutorials 	During the school day
Science	<ol style="list-style-type: none"> 1. Chapter and Unit Assessments 2. Teacher Created assessments 3. Student-led Conferences 	Tier 1 Interventions based on teacher knowledge and as described in the Science curriculum	<ol style="list-style-type: none"> 1. Small groups 2. 1-1 tutorials 	During the school day

Social Studies	<ol style="list-style-type: none"> 1. Chapter and Unit Assessments 2. Teacher Created assessments 3. Student-led Conferences 	Tier 1 Interventions based on teacher knowledge and as described in the Social Studies curriculum	<ol style="list-style-type: none"> 1. Small groups 2. 1-1 tutorials 	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI Referrals	<ol style="list-style-type: none"> 1. Sound Reading 2. Scholar Academy After School Program 3. Global Writer's Program 4. Saturday ESL Academy 	<ol style="list-style-type: none"> 1. Small groups 2. Tutoring 	<ol style="list-style-type: none"> 1. Before school 2. After School 3. Saturdays

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration will work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs. Once teachers are identified through the various aforementioned venues, they will be invited to a panel interview, demonstration lesson, and lesson debrief. Once teachers are hired, they are immediately matched with a mentor to provide the one-to-one support. Professional development is designed and delivered by the principal and in some instances the instructional coaches.

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).
<ul style="list-style-type: none"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Professional Development is delivered every Monday to address school-wide needs as well as promote cross grade conversations. <p>Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

Our school maintains year-long relationships with our feeder pre-schools. The relationship ranges from school and classroom visits to parent meetings. Our pre-schools provide us with critical information so we can continue meeting the needs of families and their children. This includes having pre-school students and families meet with our school-based support team.

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.

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff. Once the selections are made, teacher teams administer baseline assessments that inform their teaching practices. Teachers then begin to analyze student work to make certain the implemented teaching practices are translating into student work and ultimately having a positive impact on student achievement. To make good use of the collaborative knowledge of the team, teachers work collaboratively to create grade-wide assessments with help from the instructional coaches.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	544,177.00	X	5 a-e
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal	153,860.00	X	
Title III, Part A	Federal	11,200.00	X	5 b
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,084,837.00	X	5 a-e

¹Explanation/Background:

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

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

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

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

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

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

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Garrett A. Morgan Elementary 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. **The Garrett A. Morgan Elementary 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 132X -Garrett A. Morgan</u>	DBN: <u>09X132</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ We have launched a Saturday ESL Academy for students. The dates are January 10 to June 20,2015 from 9am-1pm. The Saturday ESL Academy offers a supplemental program for ELL students in grades 3-5 to increase performance on summative assessments. It will be taught by a certified teacher in ESL, a certified Reading specialist and a Bilingual and Special Education certified teacher. It will address critical thinking skills in Reading, English Language acquisition skills via strategies such as; vocabulary development, matching pictures to verbs, using visuals to evoke verbal and written stories, TPR, following directions, Cloze Reading,the ability to create clear coherent writing pieces grounded in text based evidence, listening skills, making connections, speaking skills etc. Instruction is aligned to NYSESLAT modalities and CCLS. The materials that will be used for instruction are NY ELA Rehearsal by Rally , teacher created visuals and NYSESLAT Instruction books.

Part C: Professional Development

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

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

Begin description here: _____ The Saturday Academy teachers of ESL students have received professional development on how to increase ELL student performance based on the data analysis and ESL student trends analysis completed prior to creating the Saturday Academy. They have clear and concrete systems for checking for understanding by them and the students.They have clearly defined weekly teaching points with a focus and a strategy combined with process and criteria reference charts. A plethora of the strategies have been mentioned above. The instruction is aligned to the school's instructional foci and CCLS with SIOP methodologies embedded. PD has been facilitated by the AP, supervisor of the ESL department, and R-BERN. It is differentiated to assist beginners, intermediate and advanced ESL learners. Examples of PD: "Using Visuals to Build Vocabulary." "Look at a NYSESLAT Reading Sample and Let's Create Strategies Needed to Enhance Performance."

Part D: Parental Engagement Activities

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

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

Begin description here: _____ The adult ESL program will assist the parents of our ELL students in becoming more English proficient so that they can become an integral part of helping their children achieve academically via supporting them with homework and schoolwork. Since we have a daily adult

Part D: Parental Engagement Activities

education program provided by the DOE OACE, we have cancelled the Saturday program for adults and offer it to more ELL students.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 132
School Name Garrett A. Morgan Elementary School		

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 Anissa Reilly	Assistant Principal Shanti Thomas, Danette Wiggins
Coach Lashawn Jefferies	Coach Yesenia Centeno
ENL (English as a New Language)/Bilingual Teacher J. Kwon, A. Lopez, A. Mack	School Counselor Gerry Hemphill
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Rosaura Lara
Related-Service Provider Negusse Desta	Borough Field Support Center Staff Member Luis Quan
Superintendent Leticia Rodriguez-Rosario	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (excluding pre-K)	443	Total number of ELLs	59	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input 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"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (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	
TBE										0
DL										0
ENL	51		4			4				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	11	2	8	11	6								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			3	2		1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	1	1	1	1	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	4		2	6	3								0
Emerging (Low Intermediate)		3			3	1								0
Transitioning (High Intermediate)	2	2	1	3	2	1								0
Expanding (Advanced)	2	3	5	6	1	4								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our school uses Fountas and Pinnell to assess all our students in English Language Arts. Teachers plan the literacy block based on the results for their own students, using the data to differentiate instruction based on students' English Language Proficiency. In all grades, instruction is aligned to the Common Core Learning Standards and ensures that students have repeated opportunities to access and use language in all subject areas. Our students in the self-contained monolingual classes receive push-in services provided by a licensed ESL teacher. Our school invites our students to Title III after school program (Grades 3-5), which will emphasize vocabulary development through content areas, as vocabulary is critical to reading, writing, and speaking proficiency.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Entering students who took the NYSITELL examination revealed that all newcomers lacked English language skills and were placed in a Free Standing ENL program. The NYSESLAT exam was administered in May so data is not available at this time. Our students traditionally struggle to meet the reading/writing modality in the NYSESLAT. During the Spring NYSESLAT examination some of our ELLs became proficient, while others showed improvement and moved to the next level of proficiency. Our long term ELLs remained stagnant at the same level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We analyze the data to identify the students in need of additional academic support. For each ELL student who scores below specific levels on the English language proficiency assessment; teachers differentiate instruction, select anchor text books to help close the gaps; they create intervention plans aligned to the academic support services identified. Staff development is used to analyze data and develop plans. The support services provided are aligned to the needs identified by the data focused on English Language acquisition including best practices for co-teaching and strategies for integrating language and content instruction.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Based on the evidence, these assessments make a determination as to whether the student may have second language acquisition needs or whether the student's ability is the determinant factor affecting whether the students can demonstrate proficiency in English.

a. A student may come from a home in which a language other than English is spoken. As a result we determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. We interview the student in both English and the home language, review the student's prior work in reading, writing, and mathematics in both English and the home language.

b. School leadership bases Professional Development and arranges for intervisitations amongst teachers and common planning highlighting best practices of teachers with ELLs. Additionally, teachers further implement the strategies acquired during these staff developments and collaborative meetings in forming groups as well as tasks and providing more targeted instruction for ELLs. Teachers meet in professional learning teams across grades and across subjects to plan and share best practices.

c. The results of periodic assessments show that students develop fluency and decoding but are lacking the vocabulary necessary for comprehension. Students are having difficulty addressing the increasing rigor of the Common Core as they progress through elementary school suggesting that students need to focus on academic vocabulary, the features of the text. We use cognates and teach content in native language based on the mandated minutes for each language acquisition level.

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 uses Fountas & Pinnell, benchmark assessments, and classroom based assessments to provide data to identify and target students in need of intervention. Teachers continue to work with students until they show adequate progress in the targeted skills. Tier 2 interventions in K-5 are put into place and paraprofessionals work with students who continue to struggle in identified skills. Tier 3 intervention is provided by the SETTS teacher. Our Entering and Emerging ELLs receive 1 unit of study in ENL/ELA per week. Our Transitioning students receive 0.5 units of study in ENL or content area instruction, and our Expanding students receive 1 unit of study in ENL or a content area per week.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Teachers use NYSESLAT levels and modalities to plan lessons that address the needs of all ELLs. Formative assessments and informal observations are also used to differentiate and adapt instruction and to form groups. The students' language acquisition level, mandates, units of study in the home language and the number of units allocated per week are assigned to meet student needs.

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?

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We analyze the data from the state tests for Math, ELA, and Science to assess the progress of our ELLs. We also examine the NYSESLAT results. We look for improvements in the four modalities and analyze progress based on the strands in each assessment.

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.

As parents come to enroll their children in our school for the first time a licensed pedagogue explains that we have ENL cluster classes in each grade K-5 that are monolingual classes. Either a licensed ENL teacher teaches the class or a licensed ENL teacher pushes in to service the ENL students. The program will be explained in Spanish to those parents who speak only Spanish and do not speak English. We also have special education monolingual classes where students receive ENL support by a licensed ENL teacher if it is part of their IEP.

Parents who are enrolling their children for first time in New York Public Schools are required to complete the Home Language Identification Survey (HLIS) which contains questions about the language used at home with caregivers, siblings, and peers. This survey helps identify students who may have limited English language proficiency. In order to assure parents will fill out the HLIS survey form and the Parent Selection Program a licensed pedagogue or administrator sits with them and explains how to fill it out. We request that parents fill it at the time the child is being registered. The only problem we encounter with the HLIS survey is when students are transferred from another school; some schools do not return it when they send the cumulative record card and it is very difficult to get it from the previous school. Then, we have to refer to the information given to us in ATS. If the home language is identified as other

than English, the ENL teacher administers the NYSITELL and Spanish LAB-R if necessary (which measures the listening comprehension and speaking skills for the K-2 students and reading and writing for 3-8 grade students) either the same day the student has been enrolled or within 10 school days. The NYSITELL results will determine if students are entitled to bilingual/ENL programs and services. The ENL teacher will administer the Spanish LAB-R if the student is identified as an ENL student. The Spanish LAB-R measures the Spanish language proficiency of native speakers of Spanish. The raw scores measure the language proficiency of the student. Students who are entitled to receive ENL services will be re-evaluated annually during the months of April and May in the English language. In order to examine the students, the ENL teacher will look on ATS under the RLER screen to identify the students eligible for the NYSITELL or NYSESLAT. According to the Citywide and State Assessment Calendar each student will be examined first in the speaking part during the months of April and May. After this part is completed for all ELLs, the parts of Reading, Writing and Listening will be administered according to the calendar. All eligible students must take all four parts. The New York State English as a Second Language Achievement Test (NYSESLAT) will be administered to determine the students' English proficiency which is based upon the student scoring below a state designated level of proficiency on the NYSESLAT. Students will continue to be evaluated annually until they test proficient on the NYSESLAT. As students test out, they will receive support services and testing accommodations for the following two years.

Program Choices for Parents:

Parents are invited to watch the "Parent Orientation" video for Parents of English Language Learners by the NYC Department of Education as a whole group or by appointment, in English and Spanish, where the different programs are explained. If parents are unable to watch the video under any circumstance, the video will be verbally explained to them by a licensed pedagogue. Afterwards, the parent will decide which program is best suited for his/her child. If we do not have the program the parent requests, he/she will be reminded of the program we offer and told that it is their choice to decide what is best suited for their child. Also, parents will be reminded if they do not fill in the choice the student will be placed in a Freestanding ENL program. In case the parent persists to keep their child/children in our school, their child will be placed in the Freestanding ENL program. Parents are told that the school will be keeping a record of parent choices. If 15 or more parents request the same program in 2 consecutive grades, then we will do our best to open a class accordingly. Parents are also notified that during spring the NYSESLAT will be administered to all ENL students to determine whether or not they will continue to qualify for ENL services.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The ENL teacher interviews the student in the home language and then administers tests in math and English to determine the student's current academic level. Based on the results of the NYSITELL, students are placed in the ENL program. If the student has attended schools in the US for less than 12 months, at initial enrollment they are identified as SIFE if they are in at least third grade and their academic skills in English or in the home language are two years or below their grade level.

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).

Our school's IEP team reviews the student's IEP in SESIS. The LPT determines whether the student has second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal agrees that the student should not be given the NYSITELL, the final decision is made by the superintendent or superintendent's designee.

The LPT team is composed of the school administrator, a certified teacher or related service provider or a teacher of English to speakers of other languages, the director of special education, and the student's parent or guardian.

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

The ENL teacher informs the parents of the results of the NYSITELL and the ELL status of the students using the standard parent notification letter in the parent's preferred language. The ENL teacher keeps a binder of the letters. A copy of the letter is retained in the student's cumulative folder.

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).

Beginning in the 2015-2016 school year, a student who has undergone the ELL Identification Process may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment) that the ELL Identification Process be administered a second time. The school must initiate a review of the ELL status determination upon receipt of a written request from the student's parent or guardian.

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.
- When a new ELL is enrolled, parents attend an orientation where they view the Parent Orientation video in their preferred language. During the orientation, the school provides information on standards, curriculum, and assessments. The parent orientation session includes a high quality section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals for English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation is in the language the parent or guardian's preferred language.
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.
- After parents are informed of all three program models at the parent orientation, parents receive a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. Parents are encouraged to fill out the form during the orientation. If parents choose not to, the parent must return the completed and signed form within 5 to 10 school calendar days. If the parent does not return the form within 5 to 10 school calendar days, the student is placed in a Freestanding ENL program. If Parent Surveys and Program Selection Form is not returned within 5 to 10 school calendar days, parents are notified by phone by the family worker or a licensed ENL pedagogue and a second letter marked "second request" is sent to the home. Records of attempted contact and follow up are kept in binders. If the completed and signed form is not returned within 5 school calendar days, the student is placed in a Freestanding ENL program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teacher monitors the completed and returned Parent Survey and Program Selection forms and initiates outreach as necessary.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The ENL teacher gives this letter to the child to take home or to the classroom teacher to directly distribute it to the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL-related documents are kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, a binder of ELL Critical Documents which contains these documents is maintained in the ENL teacher's room.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- As our school receives the Administration Memo of the NYSESLAT, we read it carefully to ensure every part will be administered according to the regulations. Once the test arrives at our school, we place the exam in a secured locked cabinet. Only the testing coordinator has the key. The testing coordinator will coordinate the test in which way will be given and by whom. The testing coordinator will look on ATS under the RLER screen to determine who the students eligible for NYSESLAT testing are, even though these students have been receiving ENL services. According to the Citywide and State Assessment Calendar each student will be examined in all four modalities. The first modality is speaking and we have from April to May to complete this modality. We prefer to complete this modality as soon as it comes to ensure that each child is given the proper attention he/she deserves, in addition, to the time mandated by law. The Listening, Reading and Writing are planned accordingly with the State Calendar. As we consider this is a very important test, as soon as we received the last three exams we secure them in a locked cabinet. Only the testing coordinator has the key. As teachers complete their exams, they write on the test form who was absent or late for the test. If a child is absent or late for this test, we make sure that the child will take a make up test before the due date of the test. We always do our best to test all of our students as we do call parents to check if the child was sick or if an emergency situation has occurred last minute. We emphasized to parents how important this test is. We always send letters to the parents, Spanish and English, informing them about the test. The same goes for all the staff members, we send them a memo informing them about the test and the precautions as this is a secured test.
- The only test that will remain in school is the Speaking and Writing test which will be scored by the testing coordinator and other licensed pedagogues. The Speaking part will be transferred to the writing part as soon as they are scored. The Listening and Reading exams will be returned according to the submission date on the calendar before noon to the Assessment director in charge. The same will be with the Speaking and Writing exam after they are completed. The early childhood grades (K-2) will write in their booklets as they are too young to bubble-in on their answer document sheets. Licensed pedagogues with the testing coordinator and the will transfer all their exams to answer document sheets matching exactly what they wrote in their booklets. Once we return all the answer document sheets we will pack all the test booklets and returned it to Pearson by scheduling a time with UPS.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). All students who are English language learners must take the NYSESLAT. The NYSESLAT is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status. We send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are

sent to parents within the first 10 days of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent.

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).

Over the years, most parents of students who speak the Spanish language have chosen the Dual Language or Transitional Bilingual Program. All parents with the exception of 1 of students who speak languages other than Spanish have chosen Freestanding ESL. re 15 parents or more request a program we don't have, we must opened a class for those children. The program choice for new admits for 2015-2016 so far were: 58% bilingual (7/12); 17% dual language (2/12); and 25% English only (3/12). All parents so far have chosen to stay at our school even if the program they chose was not offered.

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.
Every grade has a cluster ENL class. The ENL teacher pushes into these classes and integrates instruction with the classroom teacher for 180 minutes and delivers stand alone instruction for 180 minutes. Students with IEPs are also serviced the same way by the ENL teacher pushing into the class and integrating instruction for 180 minutes and delivering stand alone instruction for 180 minutes.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The ENL teachers are scheduled to push in for a minimum of 360 minutes to deliver 1 unit of stand alone and 1 unit of integrated ENL instruction in all ENL cluster classes as well as in the self contained classrooms with ENL students with IEPs.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
All content is delivered in English only being that Freestanding ESL is the program that we have in our school. Visuals, vocabulary reinforcement and strategies, as well as close reading are used to meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Conferencing, formative assessment, Fountas and Pinnell assessments, teacher observations and running records provide teachers with data assessing ELLs academic progress.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Formative assessments targeting listening, speaking, reading, and writing, monitoring progress through observation, rubric-aligned writing tasks and monitoring Fountas and Pinnel reading levels.
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

Differentiated instruction:

Teachers use assessments in order to create differentiated instructional groups throughout the school day for all our students. Students may be grouped by ability, interest, learning style, or language proficiency for particular tasks.

SIFE : Most SIFE lack academic proficiency in their native language as well as in the content areas. These students are identified by

the ENL coordinator at the time of enrollment. Although our SIFE do not have IEPs, teachers know that they will need extra support in

order to catch up to their peers in Spanish and English. Teachers differentiate instruction in order to support these students' needs.

Spanish teachers reinforce vocabulary development and writing mechanics in the native language. English teachers use modeling to

scaffold the instruction. Manipulatives are very useful during content area instruction such as math and science in order to provide

visual and tactile support, as well as create opportunities for language usage.

Newcomers: Newcomers are usually also addressed by the services provided to SIFE students. Teachers assess their prior knowledge and they receive support during the literacy and math periods according to their needs. Newcomers benefit from direct

instruction, modeling, instruction with their peers and small group learning. As they are welcomed into the classroom, the teacher

may assign a "buddy" or group of "buddies" to help the newcomer learn the class routines and adapt to the school culture.

ELLs receiving services for 4-6 years: These students benefit from our reading program. We have a new curriculum Ready Gen

which focuses on Science and Social Studies standard-based topics. Units are consistent across the grades to allow for deep exploration of each topic and a true foundation of content area knowledge. In addition, students will read materials which allow

them to read high-interest books at their own level in English and Spanish. Teachers frequently assess using running records (Fountas

and Pinnell) and comprehension questions in order to identify their needs. They also benefit from having proficient peers in their

heterogeneous classes who model language use.

We do not have any Long Term ELLs at this time. But, if we did, they would benefit from our reading program as well as they

utilize the Ready Gen materials, as it allows them to select high-interest books on their own reading levels.

Former ELLs are serviced for 2 additional years from when they tested out. These students continue to be part of programs such as

Title III, which is offered at different ELL levels (a beginners, intermediate and advance groups by grade levels); ELA and Math

afterschool program which help the students improve their reading and writing skills, as well as mathematics.

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

If the student has been re-identified as ELL, or non-ELL, the principal provides additional support services to the student as defined in CR Part 154-2.3(j).

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

Teachers front-load background knowledge, use explicit vocabulary instruction, teaching Latin roots and base words, prefixes and suffixes, and cognates. Teachers carefully scaffold texts and engage students in paired and small group accountable talk.

Students

use graphic organizers and strategy charts, and process charts to write paragraphs. Accountable talk prompts are used to support

academic discussion and peer evaluation of work using rubrics.

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?

Teachers are using homogeneous proficiency groups within their ELA literacy period. Teachers are encouraged to attend workshops for teachers in ENL and Special Education classes. Small group instruction in Special Education classes 12:1 are provided.

Chart

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

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

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

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



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

Chart

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

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

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

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

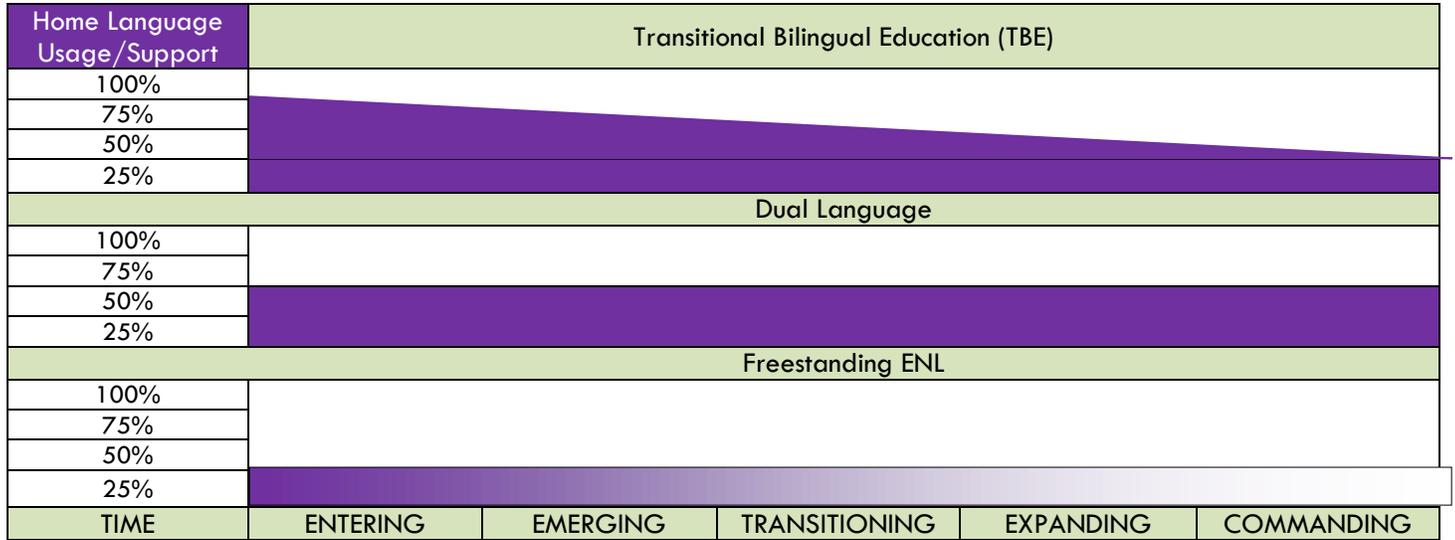


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our school offers Scholar Academy for students K-5 in English. ELA and Math are the core subjects that are targeted. Saturday Academy is also offered in English. ELA and Math are also the core subjects that are targeted.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Teachers use visual and tactile activities that provide ELLs with adequate repetition and practice of new vocabulary words and concepts. Student discussions are fostered in a small groups.
12. What new programs or improvements will be considered for the upcoming school year?
We plan on improving on our current programs.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs participate in all school programs and activities in a heterogenous environment.
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.
Our classrooms are equipped with SMART Boards and digital projectors to facilitate the instructional process. Graphic organizers and explicit vocabulary instruction are used to support the needs of this population.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the ENL program, teachers have Spanish books in their classroom libraries. Teachers are encouraged to label their classrooms using both English and the dominant home language. Students are also paired with peers who speak their home language if necessary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students are placed in the appropriate grade according to their DOB and grades, students are placed in a class specifically designated for students learning English as a new language, students are also grouped to receive services according to those same above criteria.
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).
ELL students are involved in all aspects of our school community including extracurricular activities during the afterschool program such as basketball and BOOST which are conducted by the parent coordinator.
19. What language electives are offered to ELLs?
n/a
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Teachers of ELLs are encouraged to attend professional development offered by the DOE. Monthly ELL professional development meetings are conducted by the ELL supervisor.
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?
On Monday afternoons from 2:20-3:40pm, teachers engage in professional development sessions that engage in Common Core Learning Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our social worker and parent coordinator support staff in providing support to students transitioning to middle school with professional development on the middle school process.
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.
All of our staff members attend workshops and our provided with workshops related to ELLs at our monthly ELL meeting as well as during the Monday Professional Development hour.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
During parental involvement hours on Tuesdays from 2:30 - 3:15, teachers set up appointments and meet with parents to discuss language development progress, language proficiency assessment results, and language development needs in all content areas. The bilingual guidance counselor or licensed bilingual pedagogues provide interpretation and translation as needed. We ensure that the parent of every ELL student is met with individually during the school year.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
We send appointment letters and keep logs of all ELL parental communication.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ENL classes are open to parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
no
5. How do you evaluate the needs of the parents?
The parent coordinator gives out a survey to evaluate the needs of the parents.
6. How do your parental involvement activities address the needs of the parents?
The parents coordinator schedules workshops according to parent interests and needs and ENL classes are open to parents during the school year.

D. Additional Information

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

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	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: **09X132** School Name: **Garrett A. Morgan**
Superintendent: **Leticia Rosario**

Before you begin, please check the following:

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

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

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

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

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

We use the data culled from Part III of the Home Language Survey to identify families who will need translation services. The information gathered from the families is uploaded into ATS and is given to the students' classroom teacher and they are then made aware of how to communicate best with that family.

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.

Preferred languages for both written and oral communication, other than English, include Spanish, Twi, Selenki, French and Fulani.

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.)

All written communication to families is disseminated at various times during the school year, as necessary. Translation of all English written communication is provided in the predominant second language of Spanish. To families who speak another language, the translation unit is used.

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.

There are multiple face to face opportunities at our school, notably was Curriculum Night on September 17, 2015, anticipating Parent Teacher Conference on November 5, 2015 and March 3, 2016. Our attendance teacher, who speaks Spanish, makes frequent visits and calls to families. Our guidance counselor uses an in house translator when necessary to communicate with families, and in the case where an in house translator is not available, they will request support from the translation unit.

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.

Our Language Access Coordinator (TAC) uses interpretation devices at meetings, speaking in Spanish, providing real time translation to communicate what is being said. Translated letters are sent home as described above, Translators from the translation support unit are requested as needed. The TAC also provides teachers and other staff members with the phone number for the translation/interpretation unit for their use as needed.

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

As described above, both services are used as needed.

Part D: Training Staff on Policies and Procedures

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

During the beginning of year Staff Meeting, the TAC is identified to staff, The translation/interpretation unit is explained and contact information is provided to staff.

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

A poster for the Translation and Interpretation Unit is posted at our front entrance where the safety agent is housed. The agent has been provided with a language ID guide and Language Palm Card for families to use as needed to identify their preferred language of communication. With that information, the agent knows if in house translation/interpretaion is available or if support from the translation and interpretation unit is needed.

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)

Our parent coordinator will create a survey with the support of the translation and interpretation unit to determine if our efforts are fruitful.