

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	75X188
School Name:	P.S. X188
Principal:	SHANIE JOHNSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P188X School Number (DBN): 75X188
Grades Served: PK-12
School Address: 770 Grote Street, Bronx, NY 10460
Phone Number: 718-561-2052 Fax: 718-561-2683
School Contact Person: Shanie Johnson Email Address: Sjohnso28@schools.nyc.gov
Principal: Shanie Johnson
Sheila Parra-Sanchez
UFT Chapter Leader: Andrea Daniels
Parents' Association President: Nancy Storms
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
N/A
Student Representative(s): _____

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 1st Avenue, NY, NY 10014
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1503 Fax: 212-802-1678

Borough Field Support Center (BFSC)

BFSC: Bronx Field Support Center Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Director's Email Address: jruiz2@schools.nyc.gov

Phone Number: (718) 828-7776 Fax: 7188286280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nancy Storms	*Principal or Designee	
Sheila Parra-Sanchez	*UFT Chapter Leader or Designee	
Andrea Daniels	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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	
DIONNE TURNER-HURLEY	Member/ PA	
GLADYS SOTOMAYOR	Member/ PA	
MILDRED CRESPO	Member/PA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
ELLEN ZARCHY	Member/UFT	
SUSAN SILVERMAN	Member/ UFT	
Christopher Williams	Member/UFT	
Janira Colon	Member/PA	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P 188X, is a Pre-K through 12 District 75 school, dedicated to teaching a diverse population of students with varying abilities and Individualized Education Plans (IEPs). We are a multi-sited organization with a self-contained main site, P34, ranging from PK- 8th grades; a co-located Middle School at M.S. 301 campus, with grades 6-8; and a High School Site, H790/H527 located on the Mott Haven Campus serving grades 9-12 self-contained and 9-12 inclusion students in collaboration with Bronx Leadership Academy II High School (BLA II). The school population comprises 37% Black, 56% Hispanic, 2% White, 2% Asian, and 1% other. The student body includes 24% English language learners and 100% special education students. Boys account for 75% of the students enrolled and girls account for 25%.

Our educational focus is on project based learning and pre-vocational training aligned to the Common Core Learning Standards (CCLS) with emphasis on Social Emotional Learning (SEL). We value real world application within our classrooms, web and e-based curricula and programs, differentiated instruction and Danielson aligned pedagogical practices. CCLS aligned curricula and programs support and enhance student learning outcomes across the organization. P188X continues to integrate technology in our classrooms and provide challenging interdisciplinary learning opportunities.

Our vision statement is:

We believe that all students can learn and are entitled to be provided with the best education possible.

Our Mission statement is:

To achieve our vision, we endeavor to foster an educational environment which takes into account the needs, interest and abilities of the individual student. The school is accountable for providing a safe, challenging and creative learning environment in which students with diverse abilities can achieve their highest potential. Our responsibility is to promote positive self- awareness among our students today and to develop those educational skills, which will maximize and enhance the potential for student academic achievement in all areas. We will provide a high quality education through standards based instruction in order to prepare our students to meet daily academic challenges.

We have partnerships with the New York Public Library (NYPL), Child Abuse Prevention Program (CAPP), the Goodwill Industries, Daughters of Jacob Nursing Home, Co-op Tech, Randall's Island, Promise Grant Initiative, Planned Parenthood, Penny Harvest, American Diabetes Foundation, Arts Connection, Marquis Studios, Arts Horizons, The Edible Schoolyard New York City (NYC) and the NYC Middle School After school Program. These partnerships and organizations provide support to our students, staff, and families through Transitional Programming, Professional Development, workshops and other unique offerings.

This year we will continue to place emphasis on the Arts through Art/Literacy and Art Collaborations. The Early childhood and elementary programs analyzed books, fairy tales and nursery rhymes last year and will explore non-fiction through the arts this year. The students have commenced their journey in the solar system focusing on the Stars, Constellation, and Planets they will continue their journey through Super Safari.

The students continue to explore the different genres through the use of color, texture, set creation, multi-sensory integration in visual and performing arts. We have applied for an Art's Grant in collaboration with another District 75 Bronx school. This collaborative project-based experience will be a partnership between teachers, paraprofessionals,

students, and related service providers for speech and language, occupational and physical therapy push-in services and supports along with a local Arts Studio Residency.

The level of student engagement and ownership has been amazing. The children transform into characters and re-create stories they will remember forever. Students capitalized on progress toward Speech and Language Therapy (SP), Occupational Therapy (OT) and Physical Therapy (PT) goal acquisition in addition to IEP goal attainment. Our visual arts teachers have also had student work displayed at the Elementary, Middle and High School levels. One of our Artist will be featured in the VSA Mural calendar for the 2015-2016 school year.

During the 2014-2015 school year, P188X has made the most progress in Rigorous Instruction as evidenced by our Quality Review. The organization received a well-developed in Area 1.1. P188X has purchased CCLS aligned curricula and programs to support overall instruction. Thus, positively impacting on student academic achievement. The following was noted in our 2014-2015 Quality Review Report dated March 4-5, 2015:

Findings

All curricula are aligned to the Common Core Learning Standards, and tactically integrate the instructional shifts. The school continues to deepen, expand and refine their curriculum maps and units of study to ensure a range of learning experiences, cognitively appropriate and challenging, engaging all students in academics, social/emotional learning and life skills.

Impact

The school's curricula decisions with input from staff build coherence across all sites and foster student independence, and academic and social/emotional growth, while promoting college and career readiness for all students. The Deputy Superintendent during our Principal Performance Observation (PPO) also highlighted 1.3 and 1.4 as areas of celebration.

The following was noted:

- The principal maximizes available resources to build teacher capacity and support the school's instructional goals as evidenced by funds utilized to purchase technology to support the MSAP as well as access to curriculum and instruction for students with diverse learning needs. (1.3)
- The principal has created an inclusive culture and climate that is beneficial to adult and student learning, providing students with personalized support through the establishment of interdisciplinary teams of teachers, paraprofessionals, related service providers and parent consultants; the partnership with CBO's such as Penny Harvest to build civic and philanthropic awareness; the institution of SEL in all classrooms to meet the needs of the students and their families; and a consistent and diverse approach to parent trainings with related service providers including monthly pre-K workshops to promote students' personal development and academic and vocational progress. (1.4)

Based on Quality Review, School Leadership Team (SLT) and Principal's Performance Observations (PPO) feedback our focus area will be on 5.1 Monitoring and Revising Systems in order to support pedagogical growth and systems of organization across the organization. We will continue to focus our efforts in Domain 3 of the Danielson's Framework. 3B – Questioning and Discussion Techniques continues to be our instructional focus for the 2015-2016 school year along with data management to support student achievement based on data and information gleaned from data systems utilized within the organization. Systems will be refined to provide opportunities to evaluate all aspects of instructional, organizational, curricular and behavioral decisions on a regular basis to facilitate an informed decision making process to meet the diverse learning needs of the students and teachers .

75X188 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	Total Enrollment	467	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	N/A	% Attendance Rate		84.8%
% Free Lunch	74.3%	% Reduced Lunch		0.6%
% Limited English Proficient	25.5%	% Students with Disabilities		98.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		35.4%
% Hispanic or Latino	52.7%	% Asian or Native Hawaiian/Pacific Islander		2.4%
% White	2.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.11	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		7
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	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	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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 Science (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			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Based on a comprehensive look at data:

P188X Quality Review Feedback March 4-5, 2015, denoted:

- Teaching practices reflect the school’s articulated set of beliefs that promotes higher levels of student thinking and problem solving in challenging tasks that are differentiated to support increased student learning.
- Across classrooms, curricula extensions support students to produce meaningful work products, yet there are missed opportunities for all learners to take ownership of their learning. (WD)

• 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

(Well developed area of celebration)

SANDI/FAST denoted:

- 86% of students made gains from Fall 2014 to Spring 2015 on the SANDI.
- 87% of students made gains from Fall 2014 to Spring 2015 on the FAST.
- The most gains school-wide were made in RI.1 and SL.1.
- The least gains school-wide were made in W.2 and RI.10.

EdPerforamnce denoted:

- 7% increase in National Percentage Rate (NPR) from Fall 2014 to Spring 2015 in the 3rd grade ELA.
- 8% increase in NPR from Fall 2014 to Spring 2015 in the 7th grade ELA.
- 5% increase in NPR from Fall 2014 to Spring 2015 in the 8th grade ELA.
- Average School Wide Reading gains were from 2,285- 2,583 (+298).
- 75% at risk Population 2013-2014 reduced to 69% at risk population 2014-2015

- 8% above grade level 2013-2014 increased to 15% above grade level 2014-2015

NYSAA Raw Data denoted:

- The 2014-2015 P188X NYSAA data reflected 0 No scores at the HS level.
- The 2014-2015 P188X NYSAA data reflected a 60% decrease in no scores at the MS site.
- The 2014-2015 P188X NYSAA data reflected 250 datafolios with 24 no scores.

Preliminary NYS Exam Denoted:

- 39% of the students tested met the promotional criteria as of 6/4/15.

Advance Denoted :

- 64% of teachers scored effective in the area of 3b up 6% from 2013-2014.
- 64% of teachers scored effective in the area of 3C up 9% from 2013-2014.

Part 2 – Annual Goal

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

By June 2016, there will be a 5% increase in student performance in ELA as evidenced by an increase in achievement results on formative and summative assessments in alignment with the 2015-2016 Citywide Instructional Expectations and Framework for Great Schools- 5A.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Schedules will be created to reflect common preps to supporting common planning times for teachers to engage in continued alignment of Common Core Learning Standards (CCLS) and curriculum support through the Common planning Professional Development Periods (PDP) • Will Participate in District Planning Team Meetings to create CCLS aligned Alternate Assessment Curriculum framework. • Classes will be reorganized based on comprehensive Data. • Purchase instructional programs to support ELA instruction: Unique Learning Systems, Flocabulary, SMILE, Attainment, Essentials for Living, Vizzle, etc. • Tool kits will be distributed and teacher training will be provided on toolkit usage, UDL, ADVANCE, and relevant topics along with curriculum and assessment calendar distribution. • Baseline assessments for standardized and alternate assessment students in ELA will be completed i.e. running records, teacher made assessments, and programmatic assessments. • APs to be assigned to monitor specific planning groups and provide supports aligned to protocols and pacing calendars. • Middle School After school Program(MSAP) to commence and assist with ELA improvement and support. 	<p>Teachers identified for common planning PDP</p> <p>Identified teachers</p> <p>PK-12</p> <p>“ “</p> <p>All Teachers</p> <p>“ “</p> <p>Identified Teacher Teams</p> <p>6-8 grades</p> <p>PK – 12</p> <p>NYSAA Teachers</p> <p>“ “</p> <p>All teachers</p> <p>Teachers identified for common planning PDP</p>	<p>6/15-8/15</p> <p>7/15-8/15</p> <p>7/15- 9/15</p> <p>8/15-9/15</p> <p>9/15-10/15</p> <p>9/15-10/15</p> <p>9/15</p> <p>10/15</p> <p>10/15</p> <p>10/15-2/16</p> <p>10/15-11/15</p> <p>Ongoing</p> <p>“ “</p> <p>“ “</p> <p>11/15</p> <p>Ongoing</p>	<p>Principal, APs , Unit Coordinators(UC), and Dean</p> <p>Principal, APs , (UC), and Dean, School Based Coach (SBC)</p> <p>“ “</p> <p>Principal/AP of Operations</p> <p>Principal/APs/UC/SBC</p> <p>APs/UC/SBC</p> <p>APs</p> <p>MSAP Staff/Sup</p> <p>Teachers/AP/SBC/UC</p> <p>AP/UC/NYSAA Team</p> <p>Principal/APs/UC/SBC/</p> <p>AIS Coordinator/Teachers</p> <p>Principal/APs</p> <p>Principal/APs/UC/SBC</p> <p>School and district based coaches/</p>

June 2016- there will be a 5% increase in student performance in ELA as evidenced by an increase in achievement results on formative and summative assessments in alignment with the 2015-2016 Citywide Instructional Expectations and Framework for Great Schools-5A.	All Students	6/16	All stakeholders

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"> • Per session from tax levy funds will be allocated in Galaxy for Professional Development sessions. • Tax Levy Funds and NYSTL funds will be used to purchase supplies and materials. • Tax Levy funds will support per session activities. • Common preps and block scheduled to provide opportunities for teachers to meet and plan. • MSAP- Grant based • Title III- ESL After school program 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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"> • (9/15-10/15)- Baseline assessments for standardized and alternate assessment students in ELA will be completed i.e. running records, teacher made assessments, programmatic assessments. • (10/15)- Hard data (baseline)to be analyzed; instructional programs and AIS services aligned. • (10/15-2/16)- Participate in District collegial review for feedback and progress monitoring • (10/15-11/15)- SANDI to be administered and completed • (10/15-6/16)- Formal and informal observations from administration to provide feedback to teachers. • (11/15)- 90% of standardized assessment students to be completed their Scantron and data will be analyzed to enhance instruction

- (11/15-12/15)- FAST Benchmark I to be administered and completed by identified groups.
- (4/16)- 90% of standardized assessment students will have completed their Scantron and data will be analyzed to enhance instruction
- (5/16-6/16)- SANDI to be administered and completed
- (6/16)- FAST to be administered and completed

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

Based on a comprehensive review of data, we analyzed student achievement trends based on students’ grade level, subject area and service category. We focused on information gleaned from the results of our Learning Environment Survey, student attendance; school needs assessment surveys, and effectiveness of Social Emotional Learning (SEL) curriculum and instruction.

NYC SCHOOL SURVEY 2014-2015 Findings:

- We received an 92% for positive responses from parents, 79% from teachers, and 88% from students.
 - Based on the Survey Rigorous Instruction was noted to be 81% and Supportive environment was 87%.
- Parents for school culture were @ 95%, Teachers @ 78% and students @ 93%.
- We received a 94%% on the following question: (P) My child is safe at school.
- We received a 96%on the following question: (P) Teachers work closely with families to meet students' needs.
- We received a 87% on the following question: (S) Follow the rules in class
- We received a 90%on the following question: (S) I feel safe in my classes at this school.
- We received an 92% on the following question: (S) explains things a different way if I don't understand something in class.
- We received a 95% on the following question: (T) My students are safe in the hallways, bathrooms, locker rooms, and cafeteria of this school.
 - We received a 100% on the following question: (T) I give specific suggestions about how my students can improve their class work.

School Wide Positive Behavior Intervention Supports (PBIS) Initiative:

- We revamped our PBIS system this year to focus on our alternate assessment population now at 92% across the organization. Our PBIS team is an interdisciplinary multi-sited team. The team includes all constituents: paraprofessionals, related service providers, teachers, and administration. The UFT chapter leader is also a part of the group. We are changing our PBIS matrix – SCHOLAR (Safe, Cooperative, Honorable, Optimistic, Learner, Accountable and Respectful) to a shorter more accessible acronym for all students.

- This process includes representation from all levels within the organization. Our goal was to completely revamp the current system that was geared more toward the standardized assessment population to be more suited to the alternate assessment population. Our PBIS store opens weekly for each class.
- PBIS survey was completed by all stakeholders and our new matrix acronym is I – CAN: I Can Communicate my needs; I Can achieve my goals; I Can never give up.
- PBIS training was held on Election Day and staff in service PDs were conducted throughout the month of June, 2015.
- PBIS brochures and letters were shared with all stakeholders along feedback opportunities.
- All parties agree our next steps are creating a PBIS Coach Posting/Position for the organization along with a PBIS toolkit for teachers.
- With the large number of new students beginning Middle School, and the many transitions they will experience, they will need lots of support to assist with the expectations of Middle School.
- We have to establish a knowledge base for all new staff and students on expectations to maintain a safe environment for all staff and students.

Quality Review Dated March 4-5, 2015 Denoted:

- As a direct result of the PBIS team’s improvement plans, there is a decrease in level 3 infractions by 33% and level 4 infractions by 100%.

PPO Feedback Denoted:

- The partnership with CBO’s such as Penny Harvest to build civic and philanthropic awareness; the institution of SEL in all classrooms to meet the needs of the students and their families; and a consistent and diverse approach to parent trainings with related service providers including monthly pre-K workshops to promote students’ personal development and academic and vocational progress.

Part 2 – Annual Goal

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

By June 2016, there will be an increase in social and emotional development across all classroom environments as evidenced by a 5% decrease in incidents reported through the School Wide Information System (SWIS)/ Positive Behavior Intervention Supports (PBIS) referrals and Online Occurrence Reporting System (OORS) data with consistent use of the Social Emotional Learning (SEL) and PBIS across all sites in alignment with the 2015-2016 Citywide Instructional Expectations and Framework for Great Schools- 5B.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Administration reviews Social Emotional Learning goals and revises them for 2015-2016 to help address the needs of the school. • Administration and new teacher induction team meets with newly hired staff to discuss overview and purpose SEL/PBIS. • Units identify PBIS/SEL team members. • Posting for PBIS 188X Coach will be filed and filled • Administration communicates goals and clear expectations to staff regarding SEL/PBIS programs. • Create PBIS Tool kits to be distributed PK-12 • Review OORS and SWISS data from 2015-2016. • All classrooms charters will be completed and posted in classrooms. • The organization’s charter and vision will be displayed at all sites. • PBIS/SEL team supports the school store at each site. • Monthly Unit Awards/Student Activities/trips(behavior based) • Unit Celebrations for students consistently on Level 4. • Online Occurrence Reporting System (OORS) and SWIS data check-in. • LES submitted to assess school culture and safety. 	<p>All stakeholders</p> <p>New Teachers</p> <p>Viable Candidates</p> <p>“ “</p> <p>All Stakeholders</p> <p>“ “</p> <p>“ “</p> <p>“ “</p> <p>“ “</p>	<p>8/15</p> <p>8/15</p> <p>9/15</p> <p>9/15</p> <p>9/15</p> <p>9/15</p> <p>10/15</p> <p>10/15</p> <p>10/15</p> <p>Ongoing</p> <p>“ “</p> <p>Quarterly</p> <p>Ongoing</p> <p>4/16</p> <p></p> <p></p> <p></p> <p></p>	<p>Principal, APs , (UC), and Dean, School Based Coach (SBC)</p> <p>Principal, APs , (UC), and Dean, School Based Coach (SBC)</p> <p>Principal/APS/ Staff</p> <p>Principal/APS</p> <p>Principal, APs , (UC), and Dean, PBIS Coach</p> <p>APs/ PBIS Team/PBIS Coach</p> <p>APs/ PBIS Team/PBIS Coach/Dean/UC</p> <p>Principal, APs , (UC), and Dean, PBIS Coach</p> <p>(UC), PBIS TEAM, PBIS Coach</p> <p>“ “</p> <p>Dean/ PBIS TEAM, PBIS Coach</p> <p>“ “</p>

			“ “
			All stakeholders
<ul style="list-style-type: none"> By June 2016, there will be an increase in social and emotional development across all classroom environments as evidenced by a 5% decrease in incidents reported through the SWIS/PBIS referrals data and OORS data with consistent use of the SEL and PBIS across all sites in alignment with the 2015-2016 Citywide Instructional Expectations and Framework for Great Schools-5B. 	All stakeholders	6/16	All stakeholders

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"> Per session from tax levy funds will be allocated in Galaxy for Professional Development sessions. Tax Levy Funds and NYSTL funds will be used to purchase supplies and materials. Tax Levy funds will support per session activities. Common preps and block scheduled to provide opportunities for teachers to meet and plan as a PBIS Team. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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"> (8/15) Administration reviews Social Emotional Learning goals and revises them for 2015-2016 to help address the needs of the school. (9/15) Posting for PBIS 188X Coach will be filed and filled (9/15-6/16) Review OORS and SWISS data from 2015-2016. (10/15- 6/16) Monthly Unit Awards/Student Activities/trips(behavior based) (11/15) Unit Celebrations for students consistently on Level 4. (4/16) LES submitted to assess school culture and safety.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on a comprehensive look at data:

P188X Quality Review Feedback March 4-5, 2015 Denoted:

- Teaching practices reflect the school’s articulated set of beliefs that promotes higher levels of student thinking and problem solving in challenging tasks that are differentiated to support increased student learning.
- Across classrooms, curricula extensions support students to produce meaningful work products, yet there are missed opportunities for all learners to take ownership of their learning.

SANDI/FAST Denoted:

- 86% of students made gains from Fall 2014 to Spring 2015 on the SANDI.
- 87% of students made gains from Fall 2014 to Spring 2015 on the FAST.
- The most gains at the HS level were made in Measurement and Data

EdPerformance Denoted:

- 31% increase in National Percentage Rate (NPR) from Fall 2014 to Spring 2015 in the 3rd grade Math.
- 10% increase in NPR from Fall 2014 to Spring 2015 in the 7th grade Math.
- 7% increase in NPR from Fall 2014 to Spring 2015 in the 8th grade Math.
- Average School Wide Reading gains were from 2,106- 2,480 (+374).
- 61% at risk Population 2013-2014 increased to 62% at risk population 2014-2015
- 3% above grade level 2013-2014 increased to 8% above grade level 2014-2015

NYSAA Raw Data Denoted:

- The 2014-2015 P188X NYSAA data reflected 0 No scores at the HS level.

- The 2014-2015 P188X NYSAA data reflected 60% decrease in no scores at the MS site.

- The 2014-2015 P188X NYSAA data reflected 250 datafolios with 24

P reliminary NYS Math Exam Denoted:

- 54% of the students tested met the promotional criteria as of 6/4/15.

Advance Denoted :

- 64% of teachers scored effective in the area of 3b up 6% from 2013-2014.
- 64% of teachers scored effective in the area of 3C up 9% from 2013-2014

Part 2 – Annual Goal

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

By June 2016, there will be a 5% increase in student performance in Mathematics as evidenced by an increase in achievement results on formative and summative assessments in alignment with the 2015-2016 Citywide Instructional Expectations and Framework for Great Schools- 5C.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Schedules will be created to reflect common preps to supporting common planning times for teachers to engage in continued alignment of CCLS and curriculum support through the Common planning PDP. Also providing feedback and assessment tool evaluation and creation. 	<p>Teachers identified for common planning PDP</p>	<p>6/15-8/15 7/15-8/15 7/15- 9/15</p>	<p>Principal, APs , Unit Coordinators(UC), and Dean Principal, APs , (UC), and Dean, School Based Coach (SBC)</p>

<ul style="list-style-type: none"> • Will Participate in District Planning Team Meetings to create CCLS aligned Alternate Assessment Curriculum framework. • Classes will be reorganized based on comprehensive Data. • Purchase instructional programs to support Mathematics instruction: Unique Learning Systems, CMP3, Math In Focus (MIF), Touch Math, Equals, etc. • Tool kits will be distributed and teacher training will be provided on toolkit usage, UDL, ADVANCE, and relevant topics along with curriculum and assessment calendar distribution. • Baseline assessments for standardized and alternate assessment students in Math will be completed i.e. Options, teacher made assessments, programmatic assessments. • APs to be assigned to monitor specific planning groups and provide supports aligned to protocols and pacing calendars. • Middle School Afterschool Program (MSAP) to commence and assist with Math improvement and support. • Hard data (baseline)to be analyzed; instructional programs and AIS services aligned • Participate in District collegial review for feedback and progress monitoring • SANDI to be administered and completed. • Formal and informal observations from administration to provide feedback to teachers. • Common planning meetings will take place to discuss and compare work samples and analyze data along with curriculum. . Also providing feedback and assessment tool evaluation and creation. • Professional development and support with CCLS integration and effective utilization for different populations. 	Identified teachers	8/15-9/15	“ “
	PK-12	9/15-10/15	Principal/AP of Operations
	“ “	9/15-10/15	Principal/APs/UC/SBC
	All Teachers	9/15	APs/UC/SBC
	“ “	10/15	APs
	Identified Teacher Teams	10/15	MSAP Staff/Sup
	6-8 grades	10/15-2/16	Teachers/AP/SBC/UC
	PK – 12	10/15-11/15	AP/UC/NYSAA Team
	NYSAA Teachers	Ongoing	Principal/APs/UC/SBC/
	“ “	“ “	AIS Coordinator/Teachers
	All teachers	“ “	Principal/APs
	Teachers identified for common planning PDP	11/15	Principal/APs/UC/SBC
	All teachers	Ongoing	School and district based coaches/
	3-8 th grade SA students	11/15-12/15	specialist, AIS Coordinator, PD Team, PD Catalogue
	NYSAA Teachers	12/15	APs/UC/SBC/
	Identified student populations	1/16	AIS Coordinator
	NYSAA Teachers	Ongoing	AP/UC/NYSAA Team/District Coaches
	ESL Students	2/16	APs/UC/SBC/
	6-8	3/16	AIS Coor/Teachers
	NYSAA students	4/16	Principal/APs/UC/SBC
3-8 th grade SA students	5/16-6/16	ESL Provider/AP/CBO	
	6/16	MSAP Staff/Sup	
		NYSAA teachers/AP/UC	
		APs/UC/SBC/	

<ul style="list-style-type: none"> • 90% of standardized assessment students to be completed their Scantron and data will be analyzed to enhance instruction. • NYSAA District Liaisons to make support visits and support Collegial Review Team and identified teachers. • FAST Benchmark I to be administered and completed by identified groups. • 90% of identified teachers to be submitted the baselines along with NYSAA datafolios for in house collegial review. • Title III ESL after school program to commence in collaboration with CBO. • MSAP Continued support to enhance targeted ELA skills(W.2/RI.10). • NYSAA Datafolio Math materials are completed in Profile. • 90% of standardized assessment students will have completed their Scantron and data will be analyzed to enhance instruction. • Standardized Assessment students will take the NYS Math exam. • SANDI to be administered and completed. • FAST to be administered and completed. 	<p>“ “</p> <p>NYSAA students</p> <p>“ “</p>		<p>AIS Coordinator</p> <p>APs/UC/Proctors</p> <p>APs/UC/SBC/</p> <p>AIS Coor/Teachers</p> <p>“ “</p>
<p>June 2016- there will be a 5% increase in student performance in Mathematics as evidenced by an increase in achievement results on formative and summative assessments in alignment with the 2015-2016 Citywide Instructional Expectations and Framework for Great Schools- 5A.</p>	<p>All Students</p>	<p>6/16</p>	<p>All stakeholders</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.

- Per session from tax levy funds will be allocated in Galaxy for Professional Development sessions.
- Tax Levy Funds and NYSTL funds will be used to purchase supplies and materials.

- Tax Levy funds will support per session activities.
- Common preps and block scheduled to provide opportunities for teachers to meet and plan.
- Middle School After School Program (MSASP)- Grant
- Title III- ESL Afterschool program

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

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

- (9/15-10/15)- Baseline assessments for standardized and alternate assessment students in Math will be completed i.e. Options, teacher made assessments, programmatic assessments.
- (10/15)- Hard data (baseline)to be analyzed; instructional programs and AIS services aligned.
- (10/15-2/16)- Participate in District collegial review for feedback and progress monitoring.
- (10/15-11/15)- SANDI to be administered and completed.
- (10/15-6/16)- Formal and informal observations from administration to provide feedback to teachers.
- (11/15)- 90% of standardized assessment students to be completed their Scantron and data will be analyzed to enhance instruction.
- (11/15-12/15)- FAST Benchmark I to be administered and completed by identified groups.
- (4/16)- 90% of standardized assessment students will have completed their Scantron and data will be analyzed to enhance instruction.
- (5/16-6/16)- SANDI to be administered and completed.
- (6/16)- FAST to be administered and completed.

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

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

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

Part 1 – Needs Assessment

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

Teacher transitions and leaves yielded a nearly 20% shift in the teaching staff for the 2014-2015 school year. The staffing changes and high number of new teachers to the organization required structure acclimation supports and professional development. Due to the high number of new teachers, it was determined ongoing training, development and support for new teachers was extremely important for the organization’s continued success. Based on research data one of the primary reasons for new teacher dissatisfaction is lack of support and adequate training. In alignment with Capacity Framework Element 5D nurturing professional growth is critically important.

Advanced Data Denoted:

Based on the June, 2015 Measure of Teacher Practice (MOTP) ratings in Advance 100% of the new teachers hired in the 2014-2015 school year received an Effective rating.

New Teacher Induction Committee Denoted :

- Teacher feedback surveys from the New Teacher Induction Committee yielded high response rates for continued support and PD.
- The feedback noted 30 hours was overwhelming for the new teachers to manage therefore we have reduced the number of PD hours.

Quality Review Data March 4-5, 2015 Denoted:

The school has a New York State Alternate Assessment (NYSAA) Data-folio Team, Special Education Student Information System (SEIS) Team, Positive Behavior Intervention Support (PBIS) Team, Transition Team, H.S. Inclusion Team, and Student Population Teams organized according to similar populations and grade band. In addition, there is a New Teacher Induction Team. Teachers with a specific area of expertise plan together to support, provide professional development, and offer opportunities for inter-visitations and learning walks.

PPO Feedback Denoted:

The principal maximizes available resources to build teacher capacity and support the school’s instructional goals as evidenced by the institution of the New Teacher Induction Committee to support new teachers with the implementation of curricula and assessments.

Part 2 – Annual Goal

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

By June 2016, new teachers and 2nd year returning staff will receive 15 hours of professional development support and training to ensure students’ needs are met as evidenced by teacher observations with feedback and next steps, inter-visitations, and 85% of all new teachers will receive an effective Measure of of Teacher Performance (MOTP) rating in ADVANCE in alignment to Framework for Great Schools- 5D.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Schedules will be created conducive to supporting common planning times for teachers to engage in continued alignment of CCLS, curriculum support, and planning. • Maintain working relationship with the Office of Teacher Recruitment and Quality. • Potential candidate interviews and hiring decisions made for anticipated vacancies. • New teacher orientation conducted by the New Teacher Induction and Administrative Teams. • Curriculum and assessments Supports identified by grade bands. • MOTP Selections/ Measure of Student Learning (MOSL) Identification. 	<p>New and 2nd year Teachers</p> <p>Future Staff</p> <p>Intended Staff</p> <p>New Hires</p> <p>New and 2nd year Teachers</p> <p>“ “</p> <p>“ “</p> <p>“ “</p> <p>“ “</p>	<p>7/15-9/15</p> <p>“ “</p> <p>“ “</p> <p>8/15</p> <p>9/15</p> <p>9/15-10/15</p> <p>“ “</p> <p>Ongoing</p> <p>“ “</p> <p>Ongoing “</p> <p>“ “</p>	<p>Principal/AP/UC/Dean</p> <p>Principal/APs/SBC</p> <p>Principal/APs</p> <p>Principal/AP/UC/Dean/new Teacher Induction Committee</p> <p>Principal/APs/SBC/UC</p> <p>Principal/APs</p> <p>Principal/AP/UC/Dean/New Teacher Induction Committee/SBC</p> <p>Principal/APs/ SBC/ NTIC/ District Coaches</p> <p>All stakeholders</p>

<ul style="list-style-type: none"> • New Teacher survey conducted and mentoring matches identified and introduction of common planning opportunities. • New Teacher support and reflection discussions along with Professional Development via D'75 PD Catalogue, School Based Coach (SBC), and District Coaches. <ul style="list-style-type: none"> • New teachers and 2nd year returning staff will receive 15 hours of professional development support and training to ensure students' needs are met • Teacher support meetings/inter-visitation • Biweekly Administrative meetings to address concerns • Social emotional support to drive instructional decision making. • What to Expect for Parent Teacher Conferences Suggestion and Flow of the Day. • Election Day PD and meeting with New Teacher Induction Committee (NTIC), Administration, and Quality Recruitment Officer. • 6 month check-in meetings. • Preparation for end of year close out and transition and expectations for Chapter 683 program. • Chancellor's PD and clerical half day supports and professional development. • Year-end survey, IEP goal check-up, cohort celebration. • Advance Data for MOTP will be calculated for new and 2nd year teachers. 	New Teachers "	10/15	APs/Mentors/SBC/ NTIC
	" "	11/15	Principal/APs/ SBC/ NTIC
	" "	2/16	UC/APs/Dean
	New Teachers	5/16	Principal/APs/ SBC/ NTIC
	New and 2 nd year Teachers	6/16	Principal/APs
	" "	" "	Principal/APs/ SBC/ NTIC
	" "	" "	" "
	" "	" "	" "
	" "	" "	AP/Principal
	" "	" "	" "
By June 2016, new teachers and 2 nd year returning staff will receive 15 hours of professional development support and training to ensure students' needs are met as evidenced by teacher observations with feedback and next steps, inter-visitations, and 85% of all new teachers will receive an effective MOTP rating in ADVANCE in alignment to Framework for Great Schools- 5D.	New and 2 nd year teachers	6/16	All stakeholders

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.

- Per session from tax levy funds will be allocated in Galaxy for Professional Development sessions.
- Tax Levy Funds and NYSTL funds will be used to purchase supplies and materials.
- Tax Levy funds will support per session activities.

Common preps and block scheduled to provide opportunities for teachers to meet and plan as a New Teacher Induction Team.

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

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

- (7/15-9/15) Potential candidate interviews and hiring decisions made for anticipated vacancies.
- (8/15) New teacher orientation conducted by the New Teacher Induction and Administrative Teams.
- (9/15) Curriculum and assessments Supports identified by grade bands.
- (9/15-10/15) MOTP Selections/ MOSL Identification.
- (9/15-10/15) New Teacher survey conducted and mentoring matches identified and introduction of common planning opportunities.
- (Ongoing) Biweekly Administrative meetings to address concerns
- (Ongoing) Social emotional support to drive instructional decision making.
- (2/16) 6 month check-in meetings.
- (6/16) Year-end survey, IEP goal check-up, cohort celebration.
- (6/16) Advance Data for MOTP will be calculated for new and 2nd year teachers.

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

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

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

Part 1 – Needs Assessment

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

Quality Review March 4-5, 2015 Data Denoted:

- The school’s Transition Linkage Coordinator and related service providers deliver workshops for the parents on topics such as; the understanding of what the Common Core Learning Standards and College and Career Readiness Skills look like for their children, travel training, and post-secondary preparation.
- Parents shared that teachers and related service providers offer guidance and support and regularly send updates on their children’s progress via communication notebooks, report cards, phone calls, and email outreach. In addition, parents stated that the workshops are offered to provide an understanding of the new Common Core Learning Standards, and post-secondary preparation.

New York City School Survey Data 2013-2014:

- We received a 20% response rate from our Parent Constituency on the which Survey down 18% from the previous school year.
- We received 20% parental response rate compared to the city’s average of 49%.
- We have increased in our overall satisfaction of 96% of our parent population who were satisfied or very satisfied with education and services their child received
- 96% parents reported they were satisfied with the education their child received this year.
- 93% of parents reported that the school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school.
- 98% of parents reported that my teacher appreciates our culture/background.
- 93% reported the principal promotes family and community involvement in the school.
- 92% of parents reported they had an in-person parent-teacher meeting.
- 96 % of parents reported my teachers work closely with families to meet students' needs.
- 95% of parents reported teachers and parents/guardians think of each other as partners in educating children.

SLT/Parent Feedback:

- Based on PA and SLT feedback community partnerships and transitional opportunities are needed to increase parental involvement.
- Parents' attendance is highest at community resource fairs with CBOs in attendance.
- Parents appreciated being included in the PBIS Balloting as evidenced by a 30% return rate.

Part 2 – Annual Goal

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

By June 2016, there will be an improvement in parental involvement via community partnerships and transitional programs as evidenced by a 5% increase in participation in: workshops/activities, Parent-Teacher Conferences, school events and Learning Environment Survey Responses in alignment with the 2015-2016 Citywide Instructional Expectations and Framework for Great Schools-5E.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Administrative cabinet will meet to discuss and develop a survey to determine the needs of the parents including workshop topics, meeting times and preferred modes of communication. 	Parents	6/15-8/15	PC/Principal/APs/UC/Dean
<ul style="list-style-type: none"> • Create systems of organization for parental communication and information distribution. 	Parents	7/15-8/15	" "
<ul style="list-style-type: none"> • Distribute parent survey to assess needs for additional workshop offerings and calendar of events 	" "	9/15	PC
<ul style="list-style-type: none"> • Open houses at every site. 	" "	" "	PC/Teachers/ UC/ APs
	" "	Ongoing	" "
	" "	" "	" "

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.

- Per session from tax levy funds will be allocated in Galaxy for Professional Development sessions.
- Tax Levy Funds and NYSTL funds will be used to purchase supplies and materials.
- Tax Levy funds will support per session activities.
- MSASP- Grant based
- Title III- Grant based
- STEP – Vocational Technical Educational Allocation(VTEA) Grant based

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

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

- (6/15-8/15) Administrative cabinet will meet to discuss and develop a survey to determine the needs of the parents including workshop topics, meeting times and preferred modes of communication.
- (7/15-9/15) Create systems of organization for parental communication and information distribution.
- (9/15) Distribute parent survey to assess needs for additional workshop offerings and calendar of events
- (9/15) Open houses at every site.
- (10/15) Annual health and resource fair.
- (Spring, 2016) Staff will be available to assist parents in completing the Learning Environment Survey.
- (4/16) New York City School Survey will be completed.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Standardized assessment students who scored a Level 1 on previous year’s state exam, students who are targeted as at risk on Edperformance baseline assessments. Alternate</p> <p>Assessment students who are performing below grade level on SANDI, Foundations and Running Records.</p>	<p>Foundations & Wilson Language Programs : decoding, encoding, sight word fluency, vocabulary, oral expressive language development & comprehension program.</p> <ul style="list-style-type: none"> ● Preventing Academic Failure (PAF) : sensory reading, spelling and handwriting program ● Reading A to Z: web based reading program. ● SMILE (structured methods in language education): highly structured, multi-sensory program that engages learners in a sequential program beginning with imitation tasks, through phoneme and syllable learning, noun vocabulary, going on to simple sentences and then short stories. ● Unique: Unique Learning System is an online, standards-based curriculum specifically focuses on beginning reading and language development for non-readers. ● Edmark: sight word recognition skills program. ● Edperformance (Skills Connection Online) : targeted 	<p>Small group, one-to-one tutoring</p> <p>and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated</p> <p>to assist teachers and students</p>	<p>Academic Intervention Services will be provided to all students during the school day.</p>

		<p>instruction based on student specific assessment results.</p> <ul style="list-style-type: none"> ● CodeX : includes instructional routines that have specific strategies for differentiating instruction for ELL and struggling readers. ● IPads, Smartboards & Apple Laptop carts are incorporated into instruction. <p>* Specifically for alternate assessment - TEACCH (Treatment & Education of Autistic & related Communication-handicapped Children), PECS (Picture Exchange Communication System)</p>		
<p>Mathematics</p>	<p>Students who scored a Level 1 on previous year's state exam, students who are targeted as at risk on Edperformance baseline assessments. Alternate assessment students who are performing below grade level on SANDI and Math Options.</p>	<ul style="list-style-type: none"> ● Go Math: strategic and intensive intervention student guides ● Math in Focus: online student activities, virtual manipulatives and interactive whiteboard lessons. ● Touch Math: multisensory program that uses its signature touch points to engage students in number recognition & operation skills. ● Edperformance (Skills Connection Online) : targeted instruction based on student specific assessment results. ● IPads, Smartboards & Apple Laptop carts are incorporated into instruction. ● Interactive online math sites such as http://www.kidsnumbers.com & http://www.coolmathgames.com <p>* Specifically for alternate assessment - TEACCH (Treatment & Education of Autistic & related</p>	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated to assist teachers and students</p>	<p>Academic Intervention Services will be provided to all students during the school day.</p>

		Communication-handicapped Children), PECS (Picture Exchange Communication System)		
Science	<p>Academic Intervention Services is provided to students who scored Level 1 and Level 2 on the 4th grade State Science exam.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • FOSS kits : hands on science materials used in addition to science curriculum. • IPads, Smartboards & Apple Laptop carts are incorporated into instruction. • Web based science sites such as Brain Pop & Brain Pop Jr.- Interactive content, web-based differentiated instructional learning toolkit (K-12) 	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated to assist teachers and students</p>	<p>Academic Intervention Services will be provided to all students during the school day.</p>
Social Studies	<p>Social Studies State exams are no longer administered, however, Targeted support of SS topics through the CCLS units will continue based on students identified by Social Studies Teacher in conjunction with the classroom teacher.</p>	<p>Social Studies State exams are no longer administered, however, in accordance with Common Core Learning Standards and Citywide Expectations, the following programs/strategies are used:</p> <ul style="list-style-type: none"> • Informational text from Social Studies concepts and facts in accordance with common core standards • Map Skills • IPads, Smartboards & Apple Laptop Carts are incorporated into instruction. • Web based Social Studies sites such as BrainPop & BrainPop Jr.- Interactive content, web-based differentiated instructional learning toolkit (K-12) 	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated to assist teachers and students</p>	<p>Academic Intervention Services will be provided to all students during the school day.</p>

<p>At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Students in crisis, requiring temporary hospitalization, ACS removal or intensive case management receive additional sessions on an individual basis and/or parent meetings as needed</p>	<p>Power of Choice</p> <p>Emotional Literacy</p> <p>Clubs</p> <p>PBIS/SEL</p>	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated to assist teachers and students</p>	<p>Academic Intervention Services will be provided to all students during the school day.</p>
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>188X</u>	DBN: <u>75X188</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>12</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>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P188X serves students in grades Pre-K through High School, all with Individualized Education Plans (IEPs). Our students are emotionally and learning disabled, on the autistic spectrum, or have severe developmental and physical delays. All of our students are mandated to receive one or more of the following related services: counseling, hearing, vision, and nursing services, along with speech and language, occupational and physical therapies. P188X's ELLs are spread out over thirteen different grade levels (K-12) with varied class-size mandates (6:1:1, 8:1:1, 12:1:1, 12:1:4), different English language proficiencies (Beginner, Intermediate, Advanced) and differing abilities (ED, ID, Autistic, Multiple Disabilities) at three separate sites. Of our 459 students, 103 are identified as ELLs (22.44%). Aside from bilingual class V80, the ELL population is not clustered in groups large enough to facilitate transitional Bilingual classes. ELLs receive ESL with native-language alternate placement paraprofessionals present in most classes. We employ a freestanding ESL program which primarily utilizes the push-in model (at 188@34) and a push-in/pull-out combination (at 188@301 and 188@790) due to specific student needs. Our ELLs are grouped with regard to their class-size mandate (6:1:1, 8:1:1, 12:1:1, 12:1:4), English language proficiencies (Beginner, Intermediate, Advanced), and testing categorization (Standard, Alternate). The program model is ungraded, heterogeneous push-in and pull-out.

- ELL teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Connected Mathematics (Math), BrainPop (Social Studies, Science), and Codex (ELA) are regularly used. With alternate assessment students, Math In Focus (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the D75 Alternate Assessment Curriculum Framework (ELA, Math) are used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ESL teachers will push-in and collaborate with content area instruction. ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ESL teachers will push-in and collaborate with content area instruction.

- Services for newcomers include AIS tutoring, developing literacy skills, and providing a nurturing environment to facilitate language production. SIFEs receive AIS tutoring, native language literacy development, and Title III participation. Long Term ELLs (6+ years of service) receive AIS interventions, Title III participation. All 188X's students have special needs and receive instruction and services in line with their IEP mandates. All of our ELL students receive units of ESL as per Chancellor's Regulations 154 (for elementary and middle school, beginners and intermediates receive 360 minutes, and advanced receive 180 minutes in ESL and 180 minutes in ELA. High School ELLs receive 540 minutes, intermediate 360 minutes and advanced receive 180 minutes of ESL and 180 minutes of ELA).

- At school orientation and new enroll intakes, ELLs and their parents are invited, in their native language if requested (through oral or written communication by qualified bilingual staff), to participate in the Title III after-school ELL ArtsConnection Developing English Language Literacy Through the Arts (DELLTA) program, which meets on Tuesdays and Thursdays from 3:15 - 5:15 PM (2 hours daily, 4 hours total weekly) for 18 sessions from January through April. We include our elementary school to provide intervention for low performing ELLs with 12 students identified in grades 3-5 at the elementary school (12:1:1 ratio). These 12 total students are targeted for the DELLTA Title III program because they

Part B: Direct Instruction Supplemental Program Information

all are at the ESL beginner level (NYSESLAT) and have transitioned to the intermediate level in alternate (NYSAA) and standardized assessment (NYS ELA Exam). These students were identified based on their most recent NYSESLAT scores.

- Trained in ESL techniques, a certified ESL teacher, a bilingual paraprofessional, and an ArtsConnection instructor will facilitate the DELTA program for students using effective scaffolding differentiation and ESL methodologies such as The Natural Approach, Total Physical Response (TPR) Whole Language and the use of graphic organizers. The language of instruction for the Title III Program will be in English. Students in the after school program will be assessed through the use of performance-based rubrics, benchmarks and assessment of their final project. This aligns with New Language Arts Progressions 1, 2, 3 and 5. ESL rubrics are also utilized in the evaluation process of students' work. We also utilize picture symbol usage charts, AAC device logs, and total physical response notations for alternate assessment and limited articulation students.

- We are incorporating theatre and dance into our after school program because "the arts naturally lend themselves to multicultural and visual teaching and learning, which enhance LEP/ELLs access to language acquisition and cross-cultural education." (New York State Education Department, www.p12.nysed.gov) "The arts are an integral part of authentic learning; the heart and soul that complement mind and body, a powerful integrative force that teaches the whole child—social, creative, emotional, intellectual, and physical." (LeFrancois, Psychology for Teaching, pg. 499)

- ArtsConnection has provided innovative arts programming to millions of students in the New York City public school system, enhancing children's intellectual, personal and social growth, while developing award-winning educational models. ArtsConnection's programming for students, professional development, and research all contribute to a comprehensive approach, nationally recognized for its quality, design and impact across diverse learning communities. ArtsConnection Teaching Artists and classroom teachers work with ELLs in the DELTA program, helping students overcome literacy barriers through their study of dance and theater. The program provides students with the opportunity to develop theater skills and arts experiences that connect with Common Core capacities and/or ELL curriculum.

- As this is the first time we are hosting the Title III After School program at the 34X site, we are purchasing a MacBook Air (11 inch) and seven iPad Minis. This technology will be utilized in the after school program for recording rehearsals so that students can review their own performances for eye contact, gestures, facial expressions, tone, auditory and visual feedback. iPad video clips will be edited together on the MacBook Air to produce a culminating video to be shared with the school community. We are additionally subscribing to BrainPop ESL.

- Research indicates that using technology with ELLs is an effective way to enhance English language acquisition skills: "[Technology] prevents the academic and social marginalization of ELLs. [It is] motivating and non-judgmental. [It] allows them to have the most control over the direction of their learning by controlling their time, speed of learning, autonomy, choice of topics or even their own identity. [It] gives them prompt feedback, individualizes their learning, and tailors the instructional sequence." - Critical Issue: Using Technology to Support Limited-English-Proficient (LEP) Students' Learning Experiences (2003)

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: Professional development for staff working with ELLs is vital to any school. In fact, research shows that inspiring and informed teachers are the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators. Title III funds will be utilized for 188X's Title III staff working with ELLs (1 ESL teacher, 1 bilingual paraprofessional, 1 administrator). The staff will participate in 4 monthly after-school ELL professional development seminars. Each meeting will focus on a different content area: Math, Language, & ELLs (January), Science, Language, & ELLs (February), Social Studies, Language, & ELLs (March), ELA & ELLs (April). These workshops will be led by the ESL/Bilingual teacher and/or administrator. Monthly professional development opportunities are held on the second Wednesday of the month, beginning in January from 3:15-4:15, commencing one week prior to the start of the instructional program. Professional development will draw on staff and administrator's experience in ESL instruction. Participating staff will receive instruction and the expectations set forth for the students' culminating projects. All staff who are working the Title III program are required to participate in these professional development seminars.

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: Parents will be contacted by the parent coordinator in their native language (utilizing translation services, as needed) and through English and Spanish language letters sent home with their children. Telephone calls made to participate in an initial orientation session, explaining the goals of the after school program, and setting the expectations for staff, students, and parents. This orientation session will take place in January facilitated by the Parent Coordinator and PTA President. Metro cards will be provided to parents to facilitate their travel to and from this event. The Parent Involvement component of the Title III program will take place on the first Wednesday of the month from 4:15-5:15 throughout the program from early January through April. The providers will be 1 ESL teacher, 1 administrator, and 1 bilingual paraprofessional. Their linguistic needs will be met by our bilingual staff members. Topics will include but are not limited to: interactive games that will provide our parents with foundational skills on various components of the after school program, skills, and strategies that can also be used at home. We are purchasing 24 Thumb Drives to distribute digital copies of the culminating video. As an attendance incentive, we are purchasing 4 \$25 iTunes gift cards to give one away, from a name-drawing of attendees, at the monthly parent meetings. Finally, we are providing 24 metro cards monthly for parents to travel to and from the meetings.

Part E: Budget

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

Allocation Amount: \$14564

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 	<u>\$5687.22</u>	<u>Direct Instruction:</u> <u>4 hours a week for 9 weeks</u> <u>Supervisor: 52.84 X 3.5 hours =</u> <u>211.36 X 9 weeks = \$1,664.46</u> <u>Teacher: 50.50 X 4 hours = 202 X 9</u> <u>weeks = \$1,818</u> <u>Paras: 29.05 X 4 hours = 116.20 X 9</u> <u>weeks = \$1,045.80</u> <u>Secretary: 31.12 X 10 hours = \$311.20</u> <u>Staff Development Workshops:</u> <u>1 session a month for 4 months</u> <u>Teachers: \$50.50 X 4 hours = \$202</u> <u>Paras: \$29.05 x 4 hours = \$116.20</u> <u>Supervisors: \$52.84 x 2 hours =</u> <u>\$105.68</u> <u>Parental Engagement:</u> <u>1 session a month for 4 months</u> <u>Teachers: \$50.50 X 4 hours = \$202</u> <u>Paras: \$29.05 x 4 hours = \$116.20</u> <u>Supervisors: \$52.84 x 2 hours =</u> <u>\$105.68</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$5000</u>	<u>ArtsConnection:</u> <u>17 x 2 hours for Instructional Program</u> <u>= \$5000.00</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$3027.92</u>	<u>1 MacBook Air 11 inch, 1.4GHz Dual-core Intel Core i5/8GB/128GB -</u> <u>\$959.00 x 1 = \$959.00</u> <u>7 iPad minis 16GB with WiFi, Black -</u> <u>\$279 x 6 = \$1953.00</u> <u>7 iPad mini protective cases,</u> <u>Verbatim Folio Flex - \$16.56 x 7 =</u> <u>\$115.92</u>
Educational Software (Object Code 199)	<u>\$130</u>	<u>BrainPop ESL Classroom License - 1 x</u> <u>\$130</u>
Travel	<u>\$480</u>	<u>Transportation for parents: metro</u> <u>cards provided for 20 parents for</u> <u>monthly meetings: 24 X \$5 X 4</u> <u>months = \$480</u>
Other	<u>\$238.86</u>	<u>Transcend JetFlash 300 - USB flash</u> <u>drive - 4 GB :</u> <u>24 x \$4.10 = 98.40</u> <u>iTunes \$25 Gift cards:</u> <u>4 x \$25 = \$100</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$14564

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Parent involvement activities:</u> <u>orientation reception =</u> <u>\$40.46</u>
TOTAL	<u>\$14,564</u>	<u>\$14,564</u>

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 75	Borough Bronx	School Number 188
School Name 188X		

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 S. Johnson	Assistant Principal C. King
Coach C. Stokes	Coach Luch Rodriguez
ENL (English as a New Language)/Bilingual Teacher N. Espana	School Counselor S. Alvarez
Teacher/Subject Area T. Mena/ENL	Parent G. Sotomayor
Teacher/Subject Area G. Barrett/ENL	Parent Coordinator D. Zerbo
Related-Service Provider A. Gamez/Speech	Borough Field Support Center Staff Member Dr. Beverly Ffolkes-Bryant
Superintendent Gary Hecht	Other (Name and Title) A. Rau/Bilingual Teacher

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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	3
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	466	Total number of ELLs	113	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	106	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	106
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	24	Long-Term (ELLs receiving service 7 or more years)	26

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	10									0
DL										0
ENL	44	5		25	1		27			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 6

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			12											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	1	3	5	1	1	4	11	16	18	2	1	2	23	0
Chinese														0
Russian														0
Bengali								1				1	1	0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other 7 Languag				1				2	3				4	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)		1	1	13	3	2	17	7	13	6	0	0	8	0
Emerging (Low Intermediate)							1	0	2				10	0
Transitioning (High Intermediate)							1						2	0
Expanding (Advanced)							1	1	1		1	1	5	0
Commanding (Proficient)								1			1			0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	1				0
NYSAA	3	1	2	51	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8	1								0
NYSAA					5		51		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)	2		1		1		41		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	1		1	
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.
 188X uses the ECLAS-2 to assess early literacy skills and SANDI for Alternate Assessment K-8 ELLs. The data shows lower literacy skills, which is then targeted. Teachers review the proficiency levels in Speaking, Reading, Listening, and Writing to better target the areas in which students need to develop their skill sets. The Transitional Bilingual Class uses Estrellita program and assessments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The 2015 NYSESLAT scores showed 72 testing as Entering, 13 as Emerging, 3 as Transitioning, 10 as Expanding, and 2 for Commanding. The higher scores began appearing from grades 6 and on, suggesting greater language acquisition with time in the program. Cognitive delays may play a role in the large number of students testing at the beginning level. Students must be accustomed to test taking and strategies for success. Instructors use NYSESLAT samplers to reduce anxiety and prepare for testing. 28 students took the NYSITELL with scores showing 16 testing as 0-10, 8 as 11-20, 1 as 21-30, 3 as 30-40.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our annual measurable achievement objective is to decrease the number of students in standardized and alternate assessment on level one. We are also focused on decreasing the Long Term ELLs. P188X makes a concerted effort to achieve these goals via data disaggregation; creating measurable SCEP goals; utilizing differentiated curricula; providing students with AIS services to promote skill development in all content areas; and finally monitoring instructional and pedagogical practices to promote student achievement.
 Due to the nature of the disabilities our students have, formative and summative assessments do not always appropriately capture growth, which does not mean that they are not learning. In order to enable students to have access to the general education curriculum in a manner which is meaningful and functional; we utilize Common Core Learning Standards and curricula aligned to the standard. We monitor the progress made by our students through the use of student portfolios, project based learning activities, assessment tasks, checklists, rubrics, formative and summative assessments. We focus on scale score growth, SANDI/FAST data and a

plethora of other resources. We additionally utilize NYSESLAT and NYSAA results and data.

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

Students in TBE take Estrellita program and assessments. 188X has the ability to utilize English Language Learner (ELL) Periodic Assessments to evaluate all four modalities of English acquisition throughout the year. Results are used to guide instruction.
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*.] NYSAA data indicates where intensive levels of targeted instruction are to be provided to address the needs of individual students demonstrating sub-standard progress in any of the core areas of study.
6. How do you make sure that a student's new language development is considered in instructional decisions?

Teachers consider students' second language development in lesson planning and delivery, with the collaboration of ENL instructors and professional development sessions.
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?

188X does not currently have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of our ENL program is evaluated in terms of NYSESLAT, NYSAA, ELA, Math student performance, while factoring in their differing abilities (ED, ID, Autistic, Multiple Disabilities).

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 District 75 schools are not typically schools of first admit, students have already been administered the HLIS and NYSITELL by the time they arrive at our school. In District 75, the CSE team administers the HLIS and NYSITELL at intake. The CSE identifies potential NYSITELL test takers based on the completion of the Home Language Identification Survey (HLIS). The CSE conducts an informal oral interview with the parents to explain the HLIS, which is then administered within 20 school days for students entering with IEPs, to determine whether the student is a candidate for NYSITELL. Both the CSE and schools utilize ATS reports to identify students eligible for NYSITELL testing (RLER - LAB-R). Students whose native language is Spanish are also administered the Spanish LAB if they did not pass the NYSITELL. In the event that the aforementioned procedure is not undertaken at CSE, the certified ESL teachers, T. Mena, N. Espana, or G. Barrett, will identify newly admitted ELLs using the RLAT ARIS report and conduct the HLIS and NYSITELL, within five days of student intake. Translation services are available during the ELL identification process. The NYSESLAT is administered to all our ELL students in the spring. Each year, the ESL teachers place students in appropriate groupings for instruction based on the NYSESLAT scores.
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).

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the SIFE Identification Process is initiated for students who are 1) Newly identified ELLs, and 2) In grades 3 to 9, and 3) At the Entering or Emerging level of proficiency as indicated by the NYSITELL results.
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).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school/district administrator (C. King, AP)
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages (G. Barrett ENL, N. Espana ENL, T. Mena ENL)
- The director of special education (C. King)
- The student's parent or guardian A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT.

1. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following:

- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT must make a determination as to whether the student may have 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 language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal (S. Johnson) for review

• The principal must accept or reject this recommendation

o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder. Upon determination, service placement commences.

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.

Entitlement letters and parent surveys are conducted at CSE.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are notified in writing, in their preferred language, of the findings of the LPT team and informed that they have the right to appeal the ELL status within 45 days of enrollment.

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.

Parent surveys and program selection take place at the CSE level. Program models are aligned to parent selection.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent surveys and program selection take place at the CSE level. Program models are aligned to parent selection.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Parent surveys and program selection take place at the CSE level. Program models are aligned to parent selection.

9. Describe how your school ensures that placement parent notification letters are distributed.

Parent surveys and program selection take place at the CSE level. Program models are aligned to parent selection.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is maintained in the student's cumulative folder. Teachers, service providers, and administrators maintain and have access to these ELL documents.
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.
All sections of the NYSESLAT is administered to all our ELL students every year. Teachers follow the guidelines for proper administration and security of the test as indicated in the yearly NYSESLAT School Administrator's Manual. T. Mena and A. Rau administer at 188X@34, while G. Barrett and N. Espana collaborate and administer at 188X@301 and 188X@790.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Parents are notified in writing, in their preferred language, of continued entitlement and transitional support.
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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).
Parent surveys and program selection take place at the CSE level. Program models are aligned to parent selection.

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.
188X's ELLs are spread out over thirteen different grade levels (K-12) with varied class-size mandates (6:1:1, 8:1:1, 12:1:1), different English language proficiencies and differing abilities (ED, ID, Autistic, Multiple Disabilities) at three separate sites. ELLs receive ENL with native-language alternate placement para-professionals present in all classes. We employ a freestanding ENL program which primarily utilizes the integrated model (188@34) and an integrated/stand-alone combination (188@301, 188@790) due to specific student needs. Our ELLs are grouped with regard to their class-size mandate (6:1:1, 8:1:1, 12:1:1), English language proficiencies, and testing categorization (Standard, Alternate). The program model is ungraded, heterogeneous integrated and stand-alone. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.
 - b. TBE program. *If applicable.*
We offer a 2nd grade Transitional Bilingual Class. The transitional bilingual program has 1) an ENL component designed to develop skills in listening, speaking, reading, and writing in English; 2) a minimum of 2 content-area courses/subjects (Math, Science) in the home language and English at the entering and emerging levels; 3) a home language arts (HLA) component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture. ENL, ELA, and HLA instructional minutes are delivered as per CR Part 154.
 - c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ENL, ELA, and HLA instructional minutes are delivered as per CR Part 154"; in TBE, subject areas should be alternately taught in Spanish and English (ENL component of instruction).

In grades K-8, Entering ELLs receive 180 minutes of ENL, 180 minutes of ENL/ELA, 0 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 360 minutes total per week. Emerging ELLs receive 90 minutes of ENL, 180 minutes of ENL/ELA, 90 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 360 minutes total per week. Transitioning ELLs receive 90 minutes of ENL/Content Area, 90 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 180 minutes total per week. Expanding ELLs receive 180 minutes of ENL/Content Area, totaling 180 minutes total per week. Commanding ELLs receive 90 minutes of Intergrated ENL in ELA/Content Area, totaling 90 minutes total per week.

In grades 9-12, Entering ELLs receive 180 minutes of ENL, 180 minutes of ENL/ELA, 180 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 540 minutes total per week. Emerging ELLs receive 90 minutes of ENL, 180 minutes of ENL/ELA, 90 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 360 minutes total per week. Transitioning ELLs receive 90 minutes of ENL/Content Area, 90 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 180 minutes total per week. Expanding ELLs receive 180 minutes of ENL/Content Area, totaling 180 minutes total per week. Commanding ELLs receive 90 minutes of Intergrated ENL in ELA/Content Area, totaling 90 minutes total per week.

In the TBE program, both HLA and subject areas are taught in the home lanhuage, Spanish. HLA support is never zero percent.

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.

ELL teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Connected Mathematics (Math), BrainPop (Social Studies, Science), and Codex (ELA) are regularly used. With alternate assessment students, Math In Focus (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the D75 Alternate Assessment Curriculum Farmework (ELA,Math) are used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ESL teachers will push-in and collaborate with content area instruction.

The transitional bilingual education (TBE) program is designed so that students develop conceptual skills in their home language as they learn English. All instruction is Common Core-aligned to accelerate student achievement. The transitional bilingual program has 1) an ENL component designed to develop skills in listening, speaking, reading, and writing in English; 2) a minimum of 2 content-area courses/subjects (Math, Science) in the home language and English at the entering and emerging levels; 3) a home language arts (HLA) component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture. ENL, ELA, and HLA instructional minutes are delivered as per CR Part 154. The languages of instruction are English and Spanish.

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

188X uses Estrellita program and formal and informal diagnostic assessments as well as native language Brigance to evaluate native language throughout the year.

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

188X has the ability to utilize English Language Learner (ELL) Periodic Assessments to evaluate all four modalities of English acquisition throughout the year. The testing windows are all grades: Sept. 9 - Oct. 30, grades 3-8: Feb. 4 - March 18, and 9-12: March 21 - April 22.

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

Services for newcomers include AIS tutoring, developing literacy skills, and providing a nurturing environment to facilitate language production. SIFE receive AIS tutoring and native language literacy development. Extension of Service (more than 3, but less than 6 years of service) are recommended for tutoring, developing literacy skills, academic intervention, and providing an environment to facilitate language production. Long Term ELLs (6+ years of service) receive AIS interventions, literacy coaching, Title III participation. All 188X's students have special needs and receive instruction, services in line with their IEP mandates. Students who have transitioned out of the ENL program (former ELLs) are included in ENL groupings for two years, with 90 minutes weekly, and continue to receive ELL testing accommodations for two years following entitlement.

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.

188X ensures that students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, academic progress has not been adversely affected by re-identification by providing AIS tutoring, developing literacy skills, and providing a nurturing environment to facilitate language production.

Re-identification eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school/district administrator (C. King, AP)
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages (G. Barrett ENL, N. Espana ENL, T. Mena ENL)
- The director of special education (C. King)
- The student's parent or guardian A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT.

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) 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 only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
 - A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services.

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

Teachers utilize grade and age-appropriate classroom and content area texts/materials for instruction. For standardized assessment students, Connected Mathematics (Math), BrainPop (Social Studies, Science), and Codex (ELA) are regularly used. With alternate assessment students, Math In Focus (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the D75 Alternate Assessment Curriculum Framework (ELA, Math) are used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ESL teachers will push-in and collaborate with content area instruction. In TBE, the Estrellita program is used.

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

188X uses flexible scheduling to maximize English language development with native language support so that students develop language and content knowledge in English while achieving their IEP goals in the least restrictive environment. By providing

Chart

targeted solutions for our many differentiated ELL populations, we create a rigorous learning environment that focuses on academic achievement, language development, and cross-cultural support.

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

Chart

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



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

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

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

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

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

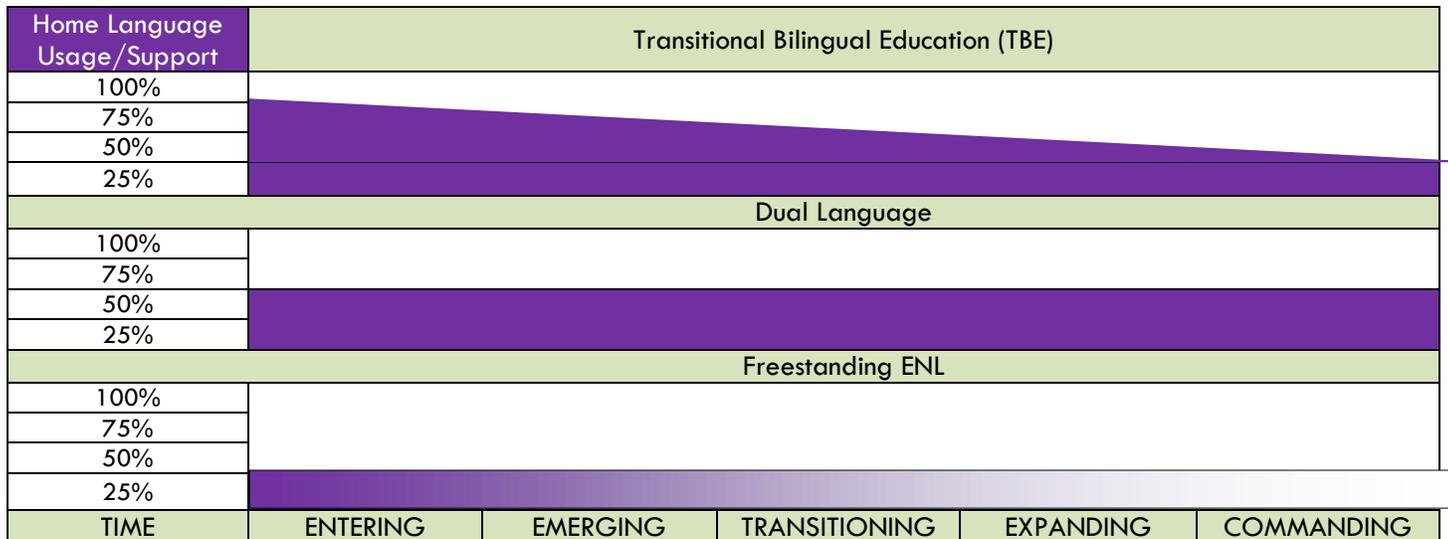


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. RTI and AIS services are provided in English, or the Home Language, to assist ELLs in need of ELA, math, and other content area tutoring. For ELA intervention, we use: Foundations, Wilson Language, Preventing Academic Failure (PAF), Reading A to Z, SMILE, Unique, Edmark, and Edperformance. For Math intervention, we use Go Math, Touch Math, and Edperformance. For Science intervention, we use FOSS kits, Brain Pop, and Brain Pop Jr. For Social Studies intervention, we use informational text, Brain Pop, and Brain Pop Jr.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of our ESL program is evaluated in terms of NYSESLAT while factoring in their differing abilities (ED, ID, Autistic, Multiple Disabilities). NYSAA, NYS ELA, NYS Math, NYS Science, and NYS Social Studies exams are used to evaluate the effectiveness of meeting our ELLs content area development.
12. What new programs or improvements will be considered for the upcoming school year?
188X is considering using BrainPop ESL for the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?
There are no ELL programs/services scheduled for discontinuation.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. ELLs are invited, by parent/guardian letter in their preferred language, to participate in the Title III ELL after school program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Teachers utilize grade and age-appropriate classroom and content area texts/materials for instruction. For standardized assessment students, Connected Mathematics (Math), BrainPop (Social Studies, Science), and Codex (ELA) are regularly used. With alternate assessment students, Math In Focus (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the D75 Alternate Assessment Curriculum Framework (ELA, Math) are used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ESL teachers will push-in and collaborate with content area instruction. In TBE, the Estrellita program is used. 188X has Smartboards, desktop computers, laptop carts, and tablets to support ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the TBE model, 188X uses the Estrellita program as well as native language books, manipulatives, and A-Z Books online to support students in their native language. All paraprofessionals speak the native language and provide ongoing support throughout the day. One period of Native Language instruction is delivered daily. With the ENL model, alternate placement paraprofessionals are provided, with native language books, manipulatives, and A-Z Books online to support students in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services and resources are adapted to support and correspond to ELLs' ages and grade levels, while being appropriate to their cognitive needs. In grades K-8, Entering ELLs receive 180 minutes of ENL, 180 minutes of ENL/ELA, 0 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 360 minutes total per week. Emerging ELLs receive 90 minutes of ENL, 180 minutes of ENL/ELA, 90 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 360 minutes total per week. Transitioning ELLs receive 90 minutes of ENL/Content Area, 90 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 180 minutes total per week. Expanding ELLs receive 180 minutes of ENL/Content Area, totaling 180 minutes total per week. Commanding ELLs receive 90 minutes of Intergrated ENL in ELA/Content Area, totaling 90 minutes total per week. In grades 9-12, Entering ELLs receive 180 minutes of ENL, 180 minutes of ENL/ELA, 180 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 540 minutes total per week. Emerging ELLs receive 90 minutes of ENL, 180 minutes of ENL/ELA, 90 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 360 minutes total per week. Transitioning ELLs receive 90 minutes of ENL/Content Area, 90 minutes of Stand-Alone ENL or Intergrated Content-Area ENL, totaling 180 minutes total per week. Expanding ELLs receive 180 minutes of ENL/Content Area, totaling 180 minutes total per week. Commanding ELLs receive 90 minutes of Intergrated ENL in ELA/Content Area, totaling 90 minutes total per week.
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).
Newly enrolled ELLs may participate in Chapter 683 during the summer session. 188X offers two after-school programs, with one specifically developed for ELLs. Newcomers may participate in either, or both. Services for newcomers include AIS tutoring,

developing literacy skills, and providing a nurturing environment to facilitate language production. SIFEs receive AIS tutoring and native language literacy development.

19. What language electives are offered to ELLs?

As part of District 75, we do not currently offer language electives.

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)?

Currently, 188X only features ENL and TBE programs.

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.)

Two English Language Learning professional development sessions of 150 minutes each will be provided to the all staff (administrators, secretaries, parent coordinator, teachers, paraprofessionals, and related service providers) working with ELLs , during our Election Day Professional Development (November) and Chancellor's Conference Day (June), totaling 300 minutes (5 hours) per academic year.

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?

Additionally, staff are encouraged to attend District 75 ELL professional development workshops in order to support ELLs as they engage with the 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?

Counselors assist staff in transitioning ELLs from elementary to middle and middle to high school. Counselors receive professional development on ELL transition considerations and recommendations. The transition coordinator, P. Hoggard, arranges workshops and is available for consultation.

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.

Two English Language Learning professional development sessions of 150 minutes each will be provided to the all staff (administrators, secretaries, parent coordinator, teachers, paraprofessionals, and related service providers) working with ELLs , during our Election Day Professional Development (November) and Chancellor's Conference Day (June), totaling 300 minutes (5 hours) per academic year. Additionally, staff are encouraged to attend District 75 ELL professional development workshops in order to support ELLs as they engage with the Common Core Learning Standards. The DOE provides professional development workshops to all special education teachers required to have the minimum 10 hours of Jose P. training. We expect all new teachers to attend these workshops. A list of teachers having completed Jose P. training is annually compiled and maintained in the ELL Compliance Binder.

C. Parental Involvement

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

Parents, including parents of ELLs, actively participate in monthly Parent Teacher Association meetings. Eleven additional parent workshops and events take place throughout the year as detailed in the parent/community calendar distributed to all parents, including the parents of ELLs, in their preferred language, at the start of 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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents, including parents of ELLs, actively participate in monthly Parent Counseling and Training meetings with sessions in both English and Spanish, with translation services available for the English language meetings. Parents are also included in monthly Parent Teacher Association meetings, with translation services available. Eleven additional parent workshops and events take place throughout the year as detailed in the parent/community calendar distributed to all parents, including the parents of ELLs, in their preferred language, at the start of the school year. The parent coordinator, D. Zerbo, facilitates an ongoing series of parent meetings, and conducts parent outreach in the preferred language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently, our school does not partner with outside agencies, but utilizes 188X staff for parent workshops.
5. How do you evaluate the needs of the parents? Parent needs, including the needs of parents of ELLs, are surveyed by the parent coordinator, D. Zerbo. Parent activities are generated by feedback from the PTA and parent surveys.
6. How do your parental involvement activities address the needs of the parents? Parent needs, including the needs of parents of ELLs, are surveyed by the parent coordinator, D. Zerbo. Parent activities are generated by feedback from the PTA and parent surveys. Parent involvement activities are designed in order to meet the needs of the parents.

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: 188X

School DBN: 75X188

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)
S. Johnson	Principal		10/28/15
C. King	Assistant Principal		10/28/15
D. Zerbo	Parent Coordinator		10/28/15
A. Rau	ENL/Bilingual Teacher		10/28/15
G. Sotomayor	Parent		10/28/15
G. Barrett/ENL	Teacher/Subject Area		10/28/15
N. España/ENL	Teacher/Subject Area		10/28/15
C. Stokes	Coach		10/28/15
	Coach		10/28/15
S. Alvarez	School Counselor		10/28/15
	Superintendent		10/28/15
	Borough Field Support Center Staff Member _____		10/28/15
T. Mena	Other <u>ENL Teacher</u>		10/28/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75X188** School Name: **188X**
Superintendent: **G. Hecht**

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.learn DOE.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.

An inventory of the Home Language surveys, ATS RPOB report, and Parent-Indicated Preferred Language of Communication is maintained to ensure that written and oral services are provided in the language requested. This is also noted on the Student Information Cards, or "Blue Cards". Spanish and Bengali communication are currently the non-English languages most requested. We have staff members who speak these languages and communicate with the parents and provide translation of necessary information on a regular basis. For languages other than Spanish and Bengali, we utilize over-the-phone interpretation services provided by the NYC DOE.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish (17 parents), Bengali (2 parents), and other languages (4 parents) are currently the non-English languages requested for oral interpretation. Translation and interpretation service options are explained to the staff members working directly with our LEP students in group and one-on-one meetings. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs.

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.)

Welcome letters from the Principal and Parent Coordinator along with calendars and workshops were translated and sent home the 1st week of school. Ancillary documents i.e. What to Know and Who to Call were also translated and sent home in September. The parent handbook is in the process of being translated. Our parent - teacher conference notices are sent home in Spanish and English in addition to ancillary documents for parents.

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

Open House: P34- 9/21/15, MS 301-9/30/15, H790-9/17/15 & 10/16/15
Parent teacher conference: P34- 11/9/15, MS 301- 11/17/15, H790/H527- 11/19/15
Related Services Workshop 10/16/15; IEP Basics-10/30/15; Curriculum Night- 12/4/15; Health & Resource Fair 12/5/15; Carnival 5/20/16 and a workshop calendar has been share with parents for specific dates and sites throughout the year. Flyers are sent home before each event.

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.

Parent language survey and interviews are conducted at intake with the Parent Coordinator to establish the individual family needs. Translations are done by the Translation and Interpretation unit based on the protocol established by the department. Three weeks is the standard window however, we are constantly communicating with the unit. When IEP translation is required we utilize authorized DOE vendors based on contract.

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.

In house school staff is identified for translation needs. In the event, there is a language need not readily assessible in the school we will contact the Translation and Interpretation Unit.

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.)

T&I brochure; Language ID Guide, and email updates are provided to the staff to ensure they know how to utilize the services.

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

P188x follows all protocol in accordance to the Chancellor's Regulation A-663.

Part F: Monitoring and Quality Control

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

We utilize the NYC School Survey in addition to SLT, PA, and Parent Coordinator Surveys to gather feedback from parents.