



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	12X211
School Name:	P.S. 211
Principal:	BETTY GONZALEZ-SOTO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: CS211 School Number (DBN): 12x211
Grades Served: Pre-K-8
School Address: 1919 Prospect Avenue, Bronx, NY 10457
Phone Number: 718-901-0436 Fax: 718-901-4681
School Contact Person: Tanya Drummond Email Address: tdrummond@schools.nyc.gov
Principal: Tanya Drummond
UFT Chapter Leader: Theresa Massaro
Parents' Association President: Melissa Diaz
SLT Chairperson: Inez Gonzalez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Judith Ramos
Student Representative(s): N/A

District Information

District: 12 Superintendent: Rafaela Espinal
Superintendent's Office Address: West Farms
Superintendent's Email Address: respina@schools.nyc.gov
Phone Number: Tel: (718) 741-8573 Fax: Fax: (718) 741-7603

Borough Field Support Center (BFSC)

BFSC: Team 6 Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: rruiz2@schools.nyc.gov
Phone Number: 718-741-3963 Fax: 718-741-7603

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tanya Drummond	*Principal or Designee	
Oscar Gell	*UFT Chapter Leader or Designee	
Melissa Diaz	*PA/PTA President or Designated Co-President	
Theresa Medina	DC 37 Representative (staff), if applicable	
Judith Ramos	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Miguel Balbuena	CBO Representative, if applicable	
Elizabeth Baez	Member/ PTA Treasurer	
Rondell Harris	Member/ PTA Secretary	
Melanie Thai	SLT Co-Chairperson	
Nancy Lebron	Member/ Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Contextual Information About the School's Community and its Unique/Important Characteristics

Mission Statement

Community School 211 is a bilingual school committed to providing high quality education to all students by meeting their emotional, social, and educational needs. We maintain high academic standards, and fully utilize the resources of our parents, teachers, paraprofessionals and community. Thus, our environment enables future leaders to successfully manage the diverse challenges of this millennium.

Founded in 1969, Community School 211-the Bilingual Magnet School presently resides on 1919 Prospect Avenue between East Tremont and 176th Street. This pre-kindergarten to eighth grade school serves a population of approximately 631 students, as of 12/12/14, from culturally diverse backgrounds. The school is a central part of the community. The school building is a well-kept, modern four-story building where pride in the students' accomplishments is celebrated as evidenced by the prominently displayed student work. CS 211 is one of three schools residing in this building and all facilities are shared. We also have an Early Childhood Program for children ages 2-4 sponsored by the Children's Aid Society.

For the 2014-2015 there are three (3) bilingual (Spanish) classes. There are nine (5) self-contained special education bridge-classes. We have a push-in/pull-out ESL program for grades 1-8, which serves 67 students who are not in bilingual programs. Our English Language Learners participate in an after school ESL Academy and a Saturday program – English Language Learning through the Arts (ELLA).

Our school makes science a priority for all students. In science, students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry-based approach that incorporates scientific thinking processes. The school has four science cluster teachers that serve grades K-8. Each class receives science laboratory activities as part of the core curriculum. During the month of April all teachers and students participate in a school wide science fair. The Cookshop Classroom is a multidisciplinary program integrating vocabulary, natural science, home economics and math. Several special education classes and general education classes participate in the program. Children take home newsletters, recipes and other educational and informational tools, encouraging students to cook at home with their families and reinforcing their new cooking skills, and increases healthier food behaviors. Many of our classes visit the Museum of Natural History to enrich science and other curricula. Additionally, our school has partnered with Urban Advantage to increase student's exposure to STEM instruction and activities. This includes professional development for teachers, administrators and our parent coordinator. The program provides materials for students and trips to expand learning.

CS 211 enjoys several excellent partnerships. Since spring 2010, the Children's Aid Society (CAS) has provided after school and activities for students and parents. CAS provides parents with classes in technology, GED and English as a Second Language (ESL). For the past three summers, CAS has partnered with us to provide the Summer Quest Enrichment Program. The Theater of American Ballroom Dancing offers ballroom dancing instruction. City Center offers a modern dance program with the Alvin Ailey Dance Group and the Paul Taylor dancers, and a musical theater partnership facilitated by the Encore Program. There are educational partnerships with Plimoth Plantation in Massachusetts, as well as with the Mount Vernon Hotel in Manhattan. Our students visit the Metropolitan Museum of Art, the Morgan Library Museum and the City Museum of New York. We are renewing our partnerships with the Bronx Botanical Garden and the New York Zoo. The Gethsemane Baptist Church is a long time friend and neighbor who support our students in all their activities. We also have a partnership with the Boy Scouts of America for our 8th grade students that attend Camp Lewis overnight and participate in a COPE course.

Other partnerships like The Bronx Botanical Garden have supported the development of our community garden that includes a chicken coop. The garden supports our healthy cooking demonstrations and "Farmers Market".

CS211 houses one of the few marching bands left in the Bronx. Students receive music instruction and participate throughout the year in various parades and events.

School strengths, accomplishments, and challenges

Based on the 2013-2014 School Quality Guide, our school has shown a consistent increase in student progress as it relates to math and science. This is in part due to our veteran math and science teachers, our extended day Math Academy and professional development opportunities provided to staff.

C.S. 211 has developed a stable culture for its teachers. Most of our teachers have more than 5 years of experience here, and longevity here in the community.

We have several serious challenges to address. First, student attendance last year was 89%. We are currently addressing this through an AIDP grant in partnership with CAS. Second, teacher attendance last year was lower than is acceptable. We are currently implementing measures to improve this.

Another challenge is that we are working to adapt our ELA and Math curricula to meet the needs of all of our students. The School Quality Guide indicates that we are below our peer group average in performance and progress, specifically in ELA.

12X211 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	626	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	53	# SETSS	6	# Integrated Collaborative Teaching
				1
Types and Number of Special Classes (2014-15)				
# Visual Arts	16	# Music	N/A	# Drama
				N/A
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.7%	% Attendance Rate	89.0%	
% Free Lunch	91.5%	% Reduced Lunch	4.6%	
% Limited English Proficient	27.3%	% Students with Disabilities	22.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	12.1%	
% Hispanic or Latino	86.2%	% Asian or Native Hawaiian/Pacific Islander	0.8%	
% White	0.6%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.1%	% Teaching Out of Certification (2013-14)	8.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	9.63	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4	12.8%	
Science Performance at levels 3 & 4 (4th Grade)	69.8%	Science Performance at levels 3 & 4 (8th Grade)	31.9%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	96.9%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The school leader has provided professional development around the current Common Core curricula. However, the curricula was not fully adapted to meet the needs of all learners to include English Language Learners (ELLs) and Students with Disabilities (SWD). Teachers do not use a protocol for gathering data in order to adjust and adapt units and lessons to address students’ needs. Although a few teachers across grades and content areas did attempt to align interdisciplinary curricula this was not a common practice throughout the school community and year. There is a need for teachers to use a system that tracks both short and long term student learning, where students have an opportunity to engage in reflections of their own progress and how they will take ownership of it. Currently 39% of our teachers are rated effective in Domain 1, 1e (Designing Coherent Instruction).</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, all teachers will ensure that all lessons provide multiple entry points that cognitively engage all learners including English Language Learners (ELLs) and Students with Disabilities (SWDs), resulting in a 11% increase in the</p>

number of teachers rated at least effective in Domain 1, 1e (Designing Coherent Instruction), directly increasing NYS ELA and math proficiency levels by 2%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide professional development with a focus on scaffolding and differentiation for ELLs and SWDs.</p>	<p>All Teachers</p>	<p>9/15-6/16</p>	<p>Consultants, Coach, Administration</p>

Acquire RIGBY Program, Language Power and TC Writing Program. Teachers will receive and implement professional development on ELL strategies and new Language Arts Progressions provided by the ELL consultant. Teachers will receive on-going offsite PD around TC writing program. Literacy coach along with Generation Ready consultants will provide PD on guided reading and use of supplemental resources to support <u>all</u> learners. Teachers of math will receive PD from NTN and Generation Ready consultants.	All Teachers	9/15-6/16	Consultants, Coach, Administration
Workshops provided through CBO and PC for families in Common Core and ESL.	All Teachers	9/15-6/16	Consultants, Coach, Administration

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.											
Administrator time, English As Second Language Consultant 1X per week, Math N.T.N Consultant 1X per week, Teacher per session for curriculum mapping 2x per week, Literacy Coach time and professional literature. Additional resources include: Language Power Program for ESL, Rigby Guided Reading and Teachers College Writing Program.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 45% of teachers will receive a rating of effective or higher as evidenced in Advance on Domain 1, 1e.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The school has established a partnership with the Children’s Aide Society as Community Based Organization (CBO) that supports the developmental growth of students. The school also has access to cultural program and activities that broadens students’ knowledge and contributes to social and emotional development. The school continues to grow systems to ensure the students’ needs are met; voices are heard and contribute to the school’s decision making processes. The end result is that these elements contribute towards the social and emotional progress.</p> <p>The school has developed a plan around gathering, analyzing and disseminating student social/emotional data (student/class behavior tracking system) and training teachers to use this data to inform their practice and promote positive school-family relationships. The school has also initiated a school wide social/emotional curriculum called Responsive Classroom.</p> <p>Currently the school has 1 Superintendent suspension in the Online Occurrence Reporting System (OORS) and 20 teacher removals.</p>		

Part 2 – Annual Goal

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

By June 2016, teachers will implement various forms of Positive Behavior Intervention Support (PBIS) programs and incentives in their classrooms, resulting in a decrease of teacher removals by 50% from last year's incidents reported on OORS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>As a part of our initiative to grow building leaders our school has decided to continue the PBIS committee and implement the SWIS program to better monitor the success of PBIS.</p>	<p>Students, Teachers</p>	<p>9/15-9/16</p>	<p>Consultants, Administration</p>
<p>Currently PBIS has been implemented across the</p>	<p>Students,</p>	<p>9/15-9/16</p>	<p>Consultants, Administration</p>

school, grades K-8. However, in order to improve the system and create an awareness/motivation daily, our school has decided to house the incentives in the main lobby in our new "PBIS Store House".	Teachers		
Teachers will continue to receive on-going PD that support use of data and specific social/emotional strategies. Teachers will implement strategies learned and use the data to monitor the effects of the PBIS systems.	Students, Teachers	9/15-9/16	Consultants, Administration
The school Student Council committee will continue to function as a platform for student to express their ideas, suggestions and concerns	Students, Teachers	9/15-9/16	Consultants, Administration

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.											
PBIS Committee (2 Teachers, 1 Paraprofessional, 1x per week) time, posters, character education read-aloud books, per session, incentives for students.											
Consultant from Responsive Classroom.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, 100% classrooms will display evidence of participation in PBIS, as evidenced by Administrative environment checklist.
By the beginning of February 2016 there will be fewer than 10 teacher removals as evidence by OORS.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Teachers will continue to collaborate (at least once a week) on annual, unit and daily lesson plans and email all agendas, common planning minutes and notes to Administration for review. The focus of this work will revolve around sharing best practices that work, reflecting on daily lesson plans and looking at student work through the use of summative and formative data collected by a school-wide system. The system will serve to track and monitor progress for all students.</p> <p>Teacher collaboration will continue with a greater emphasis on adapting curriculum and aligning instructional objectives that increase student achievement.</p> <p>The school will continue to provide teachers with focused systematic PD that will support teacher development around instructional interventions strategies, incorporating multiple access points in all lessons, and higher-order thinking skills that lead to student engagement and progress in all grades. This work will be supported by ELL Consultant, Generation Ready Consultant, NTN Consultant and Literacy Coach during Monday PD days and during the instructional day.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, teachers will implement a school-wide data assessment tracking system that will enable them to monitor student progress in order to inform instructional planning, resulting in a 4% increase of ELLs reaching proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT)</p>



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Differentiated PD for all teachers, including: common planning, CCLS and Instructional Shifts, data driven instruction and tracking system, looking at student work, differentiation and scaffolds, supporting ELLs and student with SWDs</p>	<p>Teachers</p>	<p>9/15-9/16</p>	<p>Administration, literacy coach and consultants</p>
<p>Develop and implement a plan for teacher inter-visitations including:</p>	<p>Teachers</p>	<p>9/15-9/16</p>	<p>Administration, literacy coach and consultants</p>

professional development, accountability, scheduling based on teacher needs.			
Establish Response to Intervention (RtI) protocols using student data and implement tiered interventions across the majority of classrooms.	Teachers	9/15-9/16	Administration, literacy coach and consultants
Promote "Open House" and use of progress reports to inform parents of student progress. Parent Coordinator's office will provide ongoing PD to parents around CCLS and home-school partnerships to support student achievement.	Teachers	9/15-9/16	Administration, literacy coach and consultants
The New Teacher Center (NTC) mentoring program to improve teacher effectiveness.	Y2-3 Teachers	9/15-9/16	Administration, Mentor Teachers and Mentees

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.											
Admin time, Literacy coach time (5X per week during common planning meeting), ELA consultants 1X per week, Math Consultants 1 x per week, ELL Consultant 1X per week, teacher time, after school team planning, per session, NTC monthly training.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
From Fall 2015 Benchmark ELA and ELL Periodic Assessments to Spring 2016 Benchmark ELA and ELL Periodic Assessments students will demonstrate at least 2% improvement of students scoring at or above 75%.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Administration has a sense of urgency about providing PD to teachers in order to improve classroom instruction as evidenced by the PD plan currently in place. Moving forward administration must create a long term PD plan based on school data and teacher’s needs.</p> <p>Administration works collaboratively to calibrate and norm classroom observations. Administration will continue this work towards becoming proficient and consistent.</p> <p>According to Priority and Focus School Recommendations DTSDE recommendations were “to expand systems and structures to monitor and measure progress toward attainment of schools goals that include monitoring of lesson plans. Prioritize classroom visitations to monitor staff practices and provide teachers meaningful feedback.”</p>		

Part 2 – Annual Goal

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

By June 2016, school administrators will create and implement a professional development plan that builds teacher capacity to use differentiated questioning and discussion techniques for all students, resulting in a 10% increase in ADVANCE component 3b: Questioning and Discussion techniques, thus directly increasing NYS ELA and Mathematics student performance levels by 2%.

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? (include school, educational consultants and/or CBO staff)</p>
<p>Administrators will provide timely feedback (within 5 days) to teachers observed. A daily schedule will be created to reflect responsibilities. The admin team will meet briefly every morning to set goals and debrief any prior day's information. Monthly scheduled meetings will take</p>	<p>Admin</p>	<p>9/15-6/16</p>	<p>Principal</p>

place to prioritize and adjust accordingly based on data.			
A more reliable system will be developed to ensure that both admin cabinet as well as coach/cabinet have shared actionable next steps for all teachers.	Admin, coach	9/15-6/16	Principal
PD cycles for teachers will be provided by both administration and coach/consultants and logged to progress monitor.	Admin, coach	9/15-6/16	Principal

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.											
ADVANCE on going per year, AP daily schedule, Support from the Teacher Development and Evaluation Coach (TDEC) 1X per month											
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	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 100% of teachers will be evaluated and receive meaningful next steps in Domain 3 component 3b resulting in at least 40% of teachers being rated effective or higher.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The Principal continues to promote parent communication. The school created “Coffee With the Principal” this year and will continue to improve upon the event to raise parent participation. Parents are invited to meet with Principal every 1st and last Tuesday of the month.</p> <p>Parent written communication will be consistent to ensure families of upcoming events, trainings and updates. This will be in the form of letters and calendars/newsletter. All communication to parents is translated into Spanish.</p> <p>Parent Coordinator will work closely with the Parent Teacher Association (PTA) and will devise a weekly schedule that will support building the bridge between the school and home community. The system will be monitored by the PC. The PC will send regular parent surveys aligned to the NYC Environmental Survey.</p> <p>The school will foster “Community School” characteristics by working closely with the CBO, Children’s Aide Society in order to build stronger partnerships that nourish a welcoming environment for families.</p> <p>This year the school will implement a better system to complete parent surveys.</p>		

Part 2 – Annual Goal

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

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

By June 2016, school leaders, parent coordinator as well as other entities will promote on-going parent outreach and engagement efforts resulting in a 15% increase of the percentage of parents completing the NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Increase parent participation in workshops, meeting and conferences by improving the school’s communication and promotion of events.</p>	<p>Parents</p>	<p>9/15-6/16</p>	<p>Principal</p>
<p>Improve the system for teacher/guidance</p>	<p>Parents, counselor, PC</p>	<p>9/15-6/16</p>	<p>Principal</p>

counselors/PC accountability as related to parent outreach (per UFT) contract sessions.			
Implement feedback system for parent workshops and interactions; conduct ongoing revisions based on feedback.	Parents	9/15-6/16	Principal
Increase parental attendance at “Coffee with the Principal” sessions and extend invitation to teachers.	Parents, Teachers	9/15-6/16	Principal

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.											
Administrator time, teacher time, counselor time, Parent Coordinator full time, miscellaneous office supplies, budget resources.											
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	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Monitor Parent Coordinator attendance tracking system to assure that attendance at parent workshops increases from 20 from the beginning of the year to 40 parents.											
Monitor parent feedback from workshop through end-of-session feedback surveys.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	After administering assessments students that are not meeting criteria receive a more intense reading intervention. This means that teachers meet with group of students at least 3x a week. Targeted students will also receive additional reading intervention support in the after school program at least 2x a week.	Leveled Literacy Intervention Station Ready NY and I-Ready Rigby Guided Reading Program Language Power to support ELLs and SWD	Small Group	During school day and after school
Mathematics	After administering assessments students that are not meeting criteria receive a more intense math intervention. This means that teachers meet with groups of students at least 3x a week. Targeted students will also receive additional math intervention support in the after school program at least 1x a week.	Ready NY and I-Ready NTN Math Program	Small Group	During School Day After School
Science	Science teachers use ELA data to identify struggling students.	Building back ground knowledge with videos, vocabulary development and project based learning.	Small Group Collaborative Project Based Learning	Regular School Day

Social Studies	After administering assessments students that are not meeting criteria receive a more intense intervention. This means that teachers meet with groups of students at least 3x a week. Students attend afterschool program as well 2x a week.	Leveled Literacy Intervention Station Ready NY and I-Ready	Small Group	During school day After-school
At-risk services (<i>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Students receive services based on attendance data and teacher recommendation and data from class tracking sheets	PBIS Behavior Modification Plan	Small Group One-One	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>CS211 provides instruction by highly qualified teachers.</p> <p>One hundred percent (100%) of the teachers are fully licensed and assigned to the school. More than sixty-five percent (65%) of CS211 teachers have more than two years of teaching experience in the school. Over fifty percent (50%) of the teachers have more than five years of teaching experience. More than sixty-three percent (63%) of our teachers have achieved a Master's Degree or higher. Our learning community at CS211 affords highly qualified teachers the opportunity to participant in various stimulating and challenging professional development activities. This is made possible by the flexibility of our funds and the coordinated efforts of our experienced administration, literacy coach, consultants and other talented educators.</p> <p>Recruitment:</p> <p>Teachers are hired from recognized programs such Teach for America (TFA) and Teaching Fellows. Our newly hired teachers receive mentoring support from these programs as well.</p> <p>Retention:</p> <p>Individual mentors for new teachers via NTC.</p> <p>A Literacy Coach provides ELA curriculum support to all K through 8th grade ELA teachers</p> <p>A Math consultant provides on-going support to all K through 8th grade Math teachers</p> <p>An ESL consultant provides on-going support to all K through 8th ESL/ELA and Bilingual teachers</p> <p>Professional Development at the school is provided based on teacher survey/needs</p> <p>Teachers are teamed based on subject or grade assessment</p> <p>Assignment:</p> <p>All teaching assignments are made according to NYS license area</p>

Teacher preference sheets

Teacher Support is offered at CS211 through:

School Administrators, both DOE and NTC Mentoring, grade or subject teams, Literacy Coach, outside consultants.

2b. High Quality and Ongoing Professional Development

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

Teachers will participate in ongoing professional development provided by the Literacy Coach (for ELA), and ESL Consultant, an NTN consultant (for Math).

Paraprofessionals and staff will receive professional development from IEP teacher, consultants and from school administration.

Principals will receive professional development from the superintendent's office and other off-site supports.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

CS211 houses an early childhood program sponsored by CAS with students who will transition into one of our Kindergarten classes. Families are invited for an orientation in May and then again in September to ensure that home and school are connected in supporting the social-emotional and academic needs of transitioning Kindergarteners.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher Effectiveness Team convened to decide on the MOSOL for the assessments for the 2015-2016 school year.

Teachers are invited to adapt curriculum for ELA and Math programs that we have adopted.

Teachers also have the opportunity to provide administration with feedback on our local assessments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	664,714.00	X	Section 5A Section 5B Section 5C section 5D Section 5E
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	128,920	X	Section 5A,B,C
Title II, Part A	Federal	115,281.00	X	
Title III, Part A	Federal	18,972.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,638,723.00	X	Section 5B,C,D,E

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. CS211, 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. CS211 will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

[CS211] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>C.S. 211</u>	DBN: <u>12X211</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</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: _

Rationale: Based on the results of 2014 NY State tests, many of our ELL students are not performing at the levels required by the Common Core Learning Standards. Some are not making adequate progress in developing English proficiency. By providing enrichment activities such as conversation practice, letter writing, reading and other literacy activities, we will be able to strengthen the English language skills they have and develop even more.

Subgroups and grade levels: For this reason we will focus on the ELLs in Grades 3-8, (including SIFE and Long-term ELLs) that will be testing in 2014, providing supplementary support in developing their skills in listening, speaking, reading and writing. In addition, we will provide focused support in preparing for the NYSESLAT and NYS ELA exams.

Schedule and duration: Direct supplementary instruction will be provided in an extended day program that will be held every Friday beginning on January 9, 2015 and continuing until June 19, 2015. We will also hold 4 additional sessions on Thursdays in May. Sessions will go from 3:00 pm to 5:00 pm.

Language of instruction: Instruction will be provided in English, with native language support and other language scaffolds as necessary.

Teachers: Four teachers will provide instruction. They are all certified in either bilingual education or ESL. Students will be grouped by grade and proficiency levels.

* 4th/5th Grade - Beginner and Intermediate

* 4th/5th Grade - Advanced

* 6th/7th/8th Grade - Beginner

* 6th/7th/8th Grade - Intermediate and Advanced

A supervisor will be paid with Title III funds due to the fact that it is the only program running in the building.

Materials: Students will use Sound Reading Solutions, an online ESL program. In addition, students will use Preparing for the NYSESLAT, published by Attanasio & Associates, and the iReady test sophistication program published by Curriculum Associates. Title III funds will be used to supplement licenses purchased previously by C.S. 211.

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: _

Topic 1: Looking at ELL data

Rationale: By looking at ELL student performance data from the previous school year we can get a better understanding of the state AMAO, conduct a gap analysis of the data, and determine how effective our instruction was and where we need to improve based on our specific students' needs.

Date: October 23, 2014, October 30, 2014, November 13, 2014

Time: 11:00 AM - 11:45 AM

Part C: Professional Development

Name of Provider: NYS/NYC RBERN Consultant at no cost to Title III

Audience: Teachers of ELLs

-
Topic 2: Metacognition

Rationale: Develop an understanding of metacognition and learn strategies to teach to ELLs.

Date: December 4, 2014, December 11, 2014, January 8, 2015

Time: 11:00 AM

Name of Provider: NYS/NYC RBERN Consultant at no cost to Title III

Audience: Teachers of ELLs

-
Topic 3: Teaching Academic Vocabulary to ELLs

Rationale: Develop a technique for cluster teachers to teach vocabulary development

Date: December 4, 2014, December 11, 2014, January 8, 2015

Time: 12:30 PM to 1:00 PM

Provider: NYS/NYC Consultant from Fordham University RBERN at no cost to Title III.

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: _

Topic 1: Title III Information Session for Parents

Rationale: Parents will be informed about the goals, structure and purpose of the Title III program for their child

Provider: ESL Teacher

Date: January 7, 2015

How parents will be notified: Flyers sent home with students translated into the parents' preferred language of communication, posters in the school, word-of-mouth

-
Topic 2: NYSESLAT Information Session for Parents

Rationale: Parents will understand the components and demands of the NYSESLAT exam for their child. They will be informed of the progress their child has made on the NYSESLAT and the expectations.

Date: Friday, March 6, 2015

Name of Provider: ESL Teacher

Audience: Parents and families of ELLs

-
Topic 3: Understanding the Common Core Learning Standards

Rationale: To help parents support their children in meeting grade-level standards.

Schedule and duration: 5 sessions (1 session paid by Title III funds, the other sessions at no cost to Title III) that will begin in November 2014.

Name of Provider: CITE

Audience: Parents of ELLs

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 211
School Name Community School 211		

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 Tanya Drummond	Assistant Principal Howard R. Macdonald
Coach Sheila Mason	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sonia Velez	School Counselor type here
Teacher/Subject Area Oscar Gell/Technology	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Rafaela Espinal	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	620	Total number of ELLs	150	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 type="checkbox"/>	10 <input type="checkbox"/>	11 <input 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 checked="" type="checkbox"/>	No <input 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						1	1	1	1					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	150	Newcomers (ELLs receiving service 0-3 years)	126	ELL Students with Disabilities	
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	7

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	71	2	1	4		2	0			0
DL	0			0			0			0
ENL	57	3	13	11	1	7	7		4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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						18	16	15	26					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	7	11	8	3	5	9	20					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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	0	0	2	6	4	4	4	16					0
Emerging (Low Intermediate)	0	2	2	2	1	2	1	1	7					0
Transitioning (High Intermediate)	2	1	3	0	1	4	1	1	9					0
Expanding (Advanced)	2	3	2	7	0	8	7	8	7					0
Commanding (Proficient)	6	0	1	1	1	1	2	3	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	4				0
5	10	1			0
6	3				0
7	7	2			0
8	26	5			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	6								0
5	1	15							0
6	4	2		1					0
7	7	3	1	3					0
8	3	8	6	4		3			0
NYSAA									0

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	11	25	28	1				
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.
To assess early literacy skills all students, including ELLs, complete TCRWP Running Records 4 times per year. We have learned from this data that ELLs who participate in our Transitional Bilingual Program do not progress at the same rate as ELLs enrolled in general classes that receive push in/pull out ESL. One strategy we are implementing to address this insight is to increase the rigor in TBE classes with Professional Development around ESL strategies for accessing grade-level text, developing academic language and increasing engagement through questioning and discussion techniques.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
We study the results of the NYSESLAT modalities both at individual grade levels and schoolwide. Through this teachers are able to see where students have greater strengths and challenges. They do a gap analysis using the results from NYS ELA tests to know which students need more emphasis on certain modalities, and plan accordingly. One pattern that is revealed is that across performance and grade levels our ELL students need the most support in writing
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We look at the AMAOs to determine our progress toward state-set goals, and to identify students that we think are most likely to meet those objectives. We share the names of these students with the entire faculty and everyone works to support their progress. Our goal for 2015-16 is 129 students meeting AMAO 1 and 27 students meeting AMAO 2. The data reveals that 60 students met AMAO 1 and only 11 ELLs met AMAO 2 for 2014-15. We need to do more to help students reach the level of Commanding in a timely manner, and to help them make appropriate progress each year.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

TBE and ESL

- a. Across proficiencies and grades, the majority of our ELLs scored at Level 1 in ELA and Math. This holds true for tests taken in English as well as in the native language. The students who scored at Level 2 or higher were at Transitioning or Commanding levels.
- b. School leadership and teachers analyze the results of the ELL Periodic Assessments and compare them to NYSESLAT scores and classroom work. This helps to inform our progress and shift our instructional focus.
- c. We are seeing that ELLs who do well on the Periodic Assessments tend to do better on the NYSESLAT. Teachers use the native language to access prior knowledge, develop content knowledge and skills, and dive deeper into their understanding. This facilitates the acquisition of the second language.
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*.]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
School leadership looks at all data (state test scores, running records, periodic assessments, etc.) when making decisions that affect instruction. Teachers write a language objective along with a content objective for each lesson. Teachers are beginning to use Targets of Measurement/ENL Progressions to guide them in their lesson planning. Teachers also consider students' cultural background/educational history in accessing prior knowledge, building background knowledge and creating tasks.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We analyze assessment data (NY State ELA and Math tests, NYSESLAT, running records, periodic assessments, etc.) with a lens of ELL progress. We evaluate the amount of progress that ELLs are making, based on NYS guidelines and AMAOs 1 and 2. We also compare the results of students in ELL programs with the schoolwide results to see gaps that need to be addressed.

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.
Whenever students are registered, the HLIS is administered by a member of our staff, either the licensed ESL teacher, the Testing Coordinator (who is a licensed pedagoguewith over 10 years experience.) They also give the informal interview in English and in Spanish. If the student speaks a language other than English or Spanish, then we call the Translation Unit for a consult over the phone. We also make arrangement for the translation of other aspects of intake at this time. Our Testing Coordinator, who is bilingual and has 8 years of experience, administers the NYSITELL within ten days. She also administers the Spanish LAB for Spanish-speaking ELLs. During summer registration, our ESL teacher takes charge of the identification of ELLs.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
During the administration of the HLIS and informal interview, parents complete a SIFE questionnaire. If an apparent SIFE situation arises, the LENS assessment is given within 30 days of enrollment.
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).
When a student that has an IEP enrolls at the school, our certified ESL teacher or Testing Coordinator (bilingual certified) administers the Home Language Survey and interview. If it is determined that the student is eligible for the NYSITELL, we form our Language Proficiency Team, which consists of the IEP Teacher, the ELL Coordinator, the Testing Coordinator and the child's parent (with the appropriate translation available). This team reviews evidence of the student's English language development. If it is determined the child has language acquisition needs, the NYSITELL is administered. If it is determined that the NYSITELL should not be given because of the student's disability, the recommendations is sent to the school Principal. If the Principal accepts the recommendation, she forwards the recommendation to the superintendent for a final decision and the school notifies the parent within 3 days (in the parent's preferred language). The Superintendent has 10 days to accept or reject the recommendation of the LPT. If the Principal rejects the

recommendation, then the NYSITELL is administered immediately. Appropriate services determined, facilitated by the Committee for Special Education, and parents are notified of placement.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After an ELL completes the NYSITELL and it is scanned and scored, the testing coordinator sends an email to the Bilingual Coordinator/AP. The appropriate parent notification letter, in the preferred language, is then prepared and sent. When it is sent, another email is sent to confirm. The AP monitors the distribution of these letters.
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).
Following the guidelines of the ELL Policy and Reference Guide, during enrollment parents of ELLs and non-ELLs are informed of their right to appeal ELL status within 45 days, in their preferred language. If parents appeal a student's ELL status, it is done in writing. These letters are kept in the ELL Compliance Binder of the ELL Coordinator. This begins the process of re-identification as indicated in the EPRG.
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.
Whenever a new student is admitted and identified as an ELL, the Testing Coordinator and ELL Coordinator collaborate to schedule an information session for the parents within ten days. Phone calls are made to invite the parents and schedule them, and a letter in the parents' preferred languages, is sent home to remind them of the appointment. During the session, parents watch the DOE video (in their preferred language) after which further explanations are given. Parents are encouraged to ask as many questions as they need. Then they are asked to fill out the Parent Survey and Program Selection forms. Any student without a survey and selection form are placed by default in a bilingual class. The school continues outreach to the parent to share the information and have parents fill out the forms.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parent Surveys and Program Selection forms are generally filled out during parent orientations. If for some reason a form is not filled out, students are placed in the default program if we have it. If we do not have a bilingual class at the appropriate grade level, the student is placed in the freestanding ESL program but their names are included on a list of students for bilingual programs. Ongoing outreach efforts are made in parents' preferred language to invite parents to complete the survey and selection form. If parents have previously chosen a TBE/DL program and the program becomes available, those parents are notified via correspondence in the parents' preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Whenever a parent completes a Parent Survey and Program Selection form the information is recorded in ATS on the ELPC screen. That screen is monitored weekly to make sure that forms and orientations are completed appropriately. A list is maintained in the office of the Testing Coordinator of all survey and selection forms that have been returned. She continues outreach to parents (in the preferred language) for a reasonable amount of time (20 days) and every attempt at contact is noted on the list. All Parent Survey/Program Selection form is kept in the Compliance Binder in the ELL Coordinator's office.
9. Describe how your school ensures that placement parent notification letters are distributed.
At the beginning of every school year, entitlement letters in English and in the parents' preferred languages are distributed to all ELLs and former ELLs based on their NYSESLAT results. After parents fill out the survey and selection forms, they are kept in the office of the ELL Coordinator/AP. The results of the Program Selection are recorded in order to monitor the number of parents requesting the different programs.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
HLIS - a copy is kept in students' cumulative folders
Non-entitlement and entitlement letters - a copy is kept in the ELL Coordinator/AP's office.
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.
Prior to the administration of the NYSESLAT, the Testing Coordinator runs the RLER and RLAT ATS reports to determine eligibility. All ELLs in TBE classes take the Listening, Reading and Writing sections as a class, with appropriate modifications where necessary. The Speaking section is administered by various teachers from the school. All other ELLs take the NYSESLAT at the same time, with the TBE classes or in small groups by grade level. All of this is coordinated and monitored by our Testing Coordinator, including the monitoring of absent students that need to take make-up tests.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the beginning of the school year, ATS reports are run to determine NYSESLAT results and students' eligibility for ENL services. From these reports parent notification letters in the parents' preferred languages are distributed. Copies of the letters are kept in our ELL Compliance Binder.

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

The parents of ELLs tend to request TBE programs at our school. When parents request an ESL program we comply with the request. We do not have any requests from the past few years for Dual Language Program. When parents request a Dual Language program we record it so that when we receive the required number of requests we will open the class.

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.
ELL students receive ENL from a TESOL-certified teacher using a push-in/pull-out model. Students are grouped by grade in heterogeneous block classes. Students receive ENL in stand alone model according to CR part 154 requirements in the classroom. Students receive ENL in integrated model according to the requirements.
 - b. TBE program. *If applicable.*
Students in TBE classes receive ENL from a teacher certified in bilingual education. Students are grouped by grade in heterogeneous block classes. Students receive HLA as mandated by CR Part 154; they also receive Math and Social Studies in home language.
 - 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)?
Freestanding ENL – ENL is provided by a TESOL certified teacher using a push-in model. The teacher pushes-in to ELA and content area classes to deliver ENL instruction and support other content areas. ELA is provided by the certified ELA teacher. These teachers have received professional development and support in effective ENL methodologies. There are ELLs at all proficiency levels in the Freestanding ENL program. The ENL teacher meets with students at different times to provide the mandated instructional minutes.
TBE – ENL is delivered by a bilingual certified TBE teacher according to the appropriate proficiency levels, and is incorporated into ELA and other core content areas. HLA is also delivered by this teacher. There are ELLs at all proficiency levels in the TBE classes except Commanding. The TBE teacher provides the mandatory instructional minutes for ENL and HLA.
DL - N/A
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.
Freestanding ENL – Core content is delivered by appropriately certified teachers at each grade level. Instruction is delivered 100% in English and teachers are trained in using ESL methodologies. Some of these include: using the Freyer model to develop academic vocabulary and the Picture Word Induction Model. The school uses Ready Gen for ELA and Go Math in the elementary grades. In the middle school grades the school uses Code X for ELA and EngageNY for Math.
TBE – Core content is delivered by appropriately certified teachers who also have bilingual extensions. ELA is delivered 100% in English (with teachers using native language and other scaffolds as needed) using Ready Gen and Code X, but adapted for our students' needs. Math (using Go Math and EngageNY), science and social studies are delivered in Spanish and English, with the

amount of each language used determined by students' proficiency levels.

DL - N/A

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
At the beginning of the year, students complete a writing baseline in their home language. In the TBE program, during the year, students complete classroom assessments to evaluate their progress in their home language. Teachers use ongoing formative assessments regularly, including quick checks, assessment questions and tasks that are assessed for comprehension. Teachers track these formative assessments using a data tracking sheet.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Listening – Students are evaluated using ongoing formative assessments in the classroom.
Reading – In addition to Running Records, unit assessments, periodic assessments, and state assessments, teachers use ongoing formative assessments, and computer-based assessments.
Speaking – Teachers use ongoing formative assessments in the classroom.
Writing – In addition to the baseline, teachers use the writing workshop model and ongoing formative assessments in the classroom.
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
a. SIFE – Scaffolds are provided including home language, word walls, graphic organizers, small-group instruction. All testing accommodations are followed including extended time, bilingual dictionaries, etc.
b. Newcomer - Scaffolds are provided including home language, word walls, graphic organizers, small-group instruction. All testing accommodations are followed including extended time, bilingual dictionaries, etc.
c. Developing – Scaffolds are used but are discontinued as needed. All testing accommodations are followed including extended time, bilingual dictionaries, etc.
d. Long Term – Use of native language scaffold is reduced, but other scaffolds remain as necessary. Testing accommodations are followed.
e. Former ELLs – Students receive .5 units of ENL service each week. They are expected to perform appropriately. Language scaffolds are employed as necessary based on ongoing observation and assessment. Students receive testing accommodations including extended time for 2 years after exiting ELL status.
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.
We have not had to do a re-identification appeal. The protocol for the appeal process includes the following steps:
1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the

ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

The staff that would be responsible for the re-identification process are the ELL Coordinator, ENL Teacher, Parent Coordinator (for parent outreach), and IEP teacher (when necessary).

Monitoring of a student's academic progress would be accomplished through ongoing progress monitoring by the classroom teacher, a review of student work and assessments on a monthly basis by the ELL Coordinator, ENL Teacher and classroom teacher. A report of this monitoring would be shared with the Principal within 6-12 months to follow Phase 2 of the re-evaluation process.

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?

The grade-level materials we use are Ready Gen and Code X for ELA, Go Math and EngageNY for Math, Glencoe Science and Houghton-Mifflin Social Studies. The math, science and social studies materials come in translated versions for the TBE program. We also have a computer lab where students receive technology instruction and use eRead and Report, a levelled e-reader program. Students use their independent reading levels, they are also able to read or listen to the stories (depending on the level). Students also have access to classroom computers for listening centers, reading practice and publishing. To help ELL-SWDs accelerate their English Language development teachers front-load vocabulary, help students access prior knowledge, build background knowledge, use visual aids and realia, and use scaffolds like graphic organizers and native language support. The IEP teacher regularly reviews IEPs and schedules with teachers to ensure that ELL-SWDs receive all mandated services. If an IEP mandates bilingual instruction the school accomodates that if we have the class. If not they receive Freestanding ESL or they are recommended to another school.

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?

To enable ELL-SWDs to achieve their IEP goals and attain English proficiency the school monitors students' progress through regular assessments and IEP review. When appropriate, students push-in to mainstream classrooms for ELA or Mathematics. The teachers use small-group instruction to provide instruction that meets students' needs and ongoing formative assessments are used to assure that students are progressing adequately.

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

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

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

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



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

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

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

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

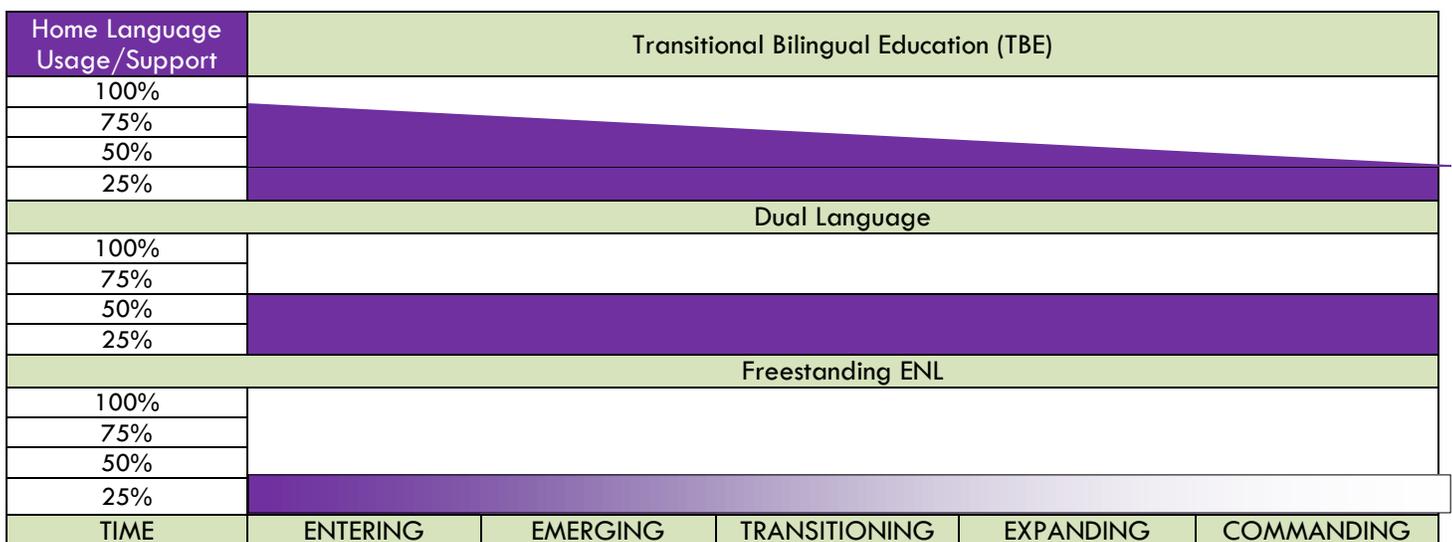


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

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. Teachers use ongoing formative assessments to create guided reading and math groups. When more intervention is needed the teachers use RtI. RtI is conducted in English for ELLs in Freestanding ENL classes, with teachers using native language support if possible and only when necessary. RtI for students in TBE classes is conducted in English for ELA and in the native language for Math. As part of our Title III funding we offer an afterschool program for ELLs that is focused on ENL for Newcomers, SIFE students and Long-Term ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We improved in the number of students reaching proficiency and making progress on the NYSESLAT. But based on the fact we did not meet our AMAO goals, we still have considerable work to do in making our current program more effective in developing language. In the area of content development, some grades are making notable progress, but others are not.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, we will be training teachers to develop language objectives in all of their lessons and monitoring the implementation. Teachers will receive Professional Development on guided reading and math and implementation will be monitored.
13. What programs/services for ELLs will be discontinued and why?
We do not plan to discontinue any programs/services for ELLs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are invited to participate in all school programs. All information about programs are shared with parents in the language of their choice. We have an afterschool program provided by a CBO that includes all students in homogeneous groups. They participate in homework help, recreational activities and interest clubs. We also have afterschool ELA and Math classes, which include ELLs, that are targeted for students at different levels. Finally, we have a Title III ESL Academy for ELLs.
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.
ELA: Ready Gen, adapted for ELLs using ESL methodologies and scaffolds; Math: Go Math for Elementary grades, translated version; CMP and EngageNY for middle school, translated version;
Technology: eRead & Report, texts are levelled and have play-aloud capability.
Language materials: Language Power (for the Freestanding ESL program)
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
TBE: Teachers use home language as a scaffold to support English-language comprehension. This scaffolding takes the form of translating some passages into Spanish, using the Freyer model to develop academic vocabulary and writing learning journals.
ENL: Home language support is delivered only when the classroom teacher speaks the home language of the student. Peer tutoring can be used if other students speak the home language.
DL: N/A
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Appropriateness of required services/resources is monitored by the administration through ongoing observations, classroom visits, coaching, mentoring, professional development and follow-up. This monitoring includes lesson plan reviews, portfolio/folder reviews, conversations about practice, intervisitation logs, logs of assistance and conferencing with teachers.
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).
We currently do not have any activities to assist newly enrolled ELLs.
19. What language electives are offered to ELLs?
We have no language electives at CS 211.
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)?

Paste response to question here:

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.)
At the end of the 2014-2015 school year we conducted a Professional Development survey for all ELL personnel. From this survey we have developed a plan to meet the requirements for CL Part 154 of 15% of Professional Development. All teachers will receive professional development around requirements for ELLs, interpreting ELL data, writing and implementing language objectives and using ELL instructional methodologies. All of our bilingual and ENL teachers will receive other more focused professional development to strengthen their skills at assessing ELLs, implementing ELL methodologies and improving ELL progress.
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?
Consultant provided by Fordham University RBERN provides focused support of ELLs and CCLS. In addition to the consultant, all of our bilingual and ENL teachers will receive other professional development to strengthen their skills at assessing ELLs, implementing ELL methodologies and improving ELL progress. These sessions will support teachers to utilize the Targets of Measurement and BCCI Progressions for ENL and HLA.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Guidance Counselors and SAPIS worker are available to consult and provide guidance for staff as they work with ELLs transitioning to middle school. CBO staff focuses on social/emotional learning in providing Success Mentors and in the after-school program.
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.
In addition to citywide professional development days, teachers meet every Monday for 80 minutes after school. We have a PD calendar where we map out all sessions. The school also has contracted consultants in ELA and Math to provide ongoing PD and support. The consultants work with teachers in their classrooms and meet in planning and feedback sessions. Agendas and attendance sign-ins for every session are kept in the Principal's office.

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?

Once the Fall DOE parent-teacher conferences are completed the school will hold a parent meeting with the parents of ELLs to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This meeting will include the Principal, Assistant Principals, Parent Coordinator, ENL teachers, TBE teachers and other content-area teachers. The meeting will be conducted in English and Spanish, and additional translation will be arranged as needed.

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

Records of official school communication with parents of ELLs are maintained in the school's ELL Compliance Binder as well as recorded in iLog. This includes in person meetings, phone logs and written correspondence.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are very involved with the school. In our TBE classes, teachers report high percentages of parent attendance parent-teacher conferences. In other classes, parents of ELLs usually attend.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with the Children's Aid Society to provide workshops and other services to ELL parents

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

CBO, Parent Coordinator and PTA are in regular communication with parents. Office has an open-door policy. The Parent Coordinator is active in reaching out to parents and finding out their needs. She turnkeys this information to the administration to make sure it is addressed. She is bilingual so she is able to communicate with parents in Spanish if it is needed. If another language is needed, the Translation and Interpretation Unit is contacted for scheduled meetings.

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

Our parental involvement activities allow parents to have a voice at the school and feel that they are welcome in the school any time. With the support of the CBO, we are able to address parents' needs in the areas of academics for their children, parenting knowledge, English language development, social/emotional needs and physical needs.

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: C.S. 211

School DBN: 12X211

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)
Tanya Drummond	Principal		10/31/15
Howard R. Macdonald	Assistant Principal		10/31/15
Virginia Menendez	Parent Coordinator		10/31/15
Sonia Velez	ENL/Bilingual Teacher		10/31/15
	Parent		1/1/01
Oscar Gell	Teacher/Subject Area		10/31/15
	Teacher/Subject Area		1/1/01
Sheila Mason	Coach		10/31/15
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 12X211 School Name: C.S. 211
Superintendent: Rafaela Espinal

Before you begin, please check the following:

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

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

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

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

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

Based on ATS data of our school population, 28% of our school's population are English Language Learners (ELLs). We have reviewed the results of the Home Language Identification Survey (HLIS) and found that English and Spanish are the languages spoken by the great majority of our parents. French is the only other language indicated by parents, but it is not included as a preferred language. When we found parents that indicated a different language, we surveyed them individually to find out if written translation and oral interpretation was needed.

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

English, Spanish

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.)

Calendar of school holidays (Sept.); parent -teacher conference announcements (Oct.); after-school program permissions and information (as needed); letters from school leadership (as needed); testing dates (March)

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

Formal meetings:

Parent-Teacher conferences - as dictated by DOE.

Open school night - early September, May

Informal interactions:

Teacher communication with parents - constant and ongoing phone calls, emails, Class Dojo

Attendance team - calls to parents as needed

Guidance counselors - calls to parents

Parent Coordinator - calls to parents

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.

All letters and home/school communication at CS 211 are sent in both English and Spanish, the main languages of our ELLs. Documents are translated on-site by school staff.

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.

Most interpretation needs will be met in-house by staff from C.S. 211. If / when there are additional translation needs we canvas our staff first. If necessary, translation would then be requested from an outside vendor.

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.)

Translation and interpretation service information will be included in our staff handbook. We will also distribute T&I Brochures, Language ID Guides and other important resources at staff meetings.

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

All parental notification requirements for translation and interpretation services are fulfilled.

Part F: Monitoring and Quality Control

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

We will provide parents with feedback forms after all formal school-parent events. Following the events, administration meets to discuss parent feedback.