



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **07X277**

School Name: **P.S. 277**

Principal: **SAGRARIO JORGE**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 277 School Number (DBN): 07X277
Grades Served: Prek-5
School Address: 519 St. Ann's Avenue Bronx, NY 10455
Phone Number: 718-292-3594 Fax: 718-292-3630
School Contact Person: Yvette Mejia Email Address: ymejia@schools.nyc.gov
Principal: Sagrario Lila Jorge
UFT Chapter Leader: Jennifer Villacis
Parents' Association President: Ganeal Chacon
SLT Chairperson: Leigh Ercole
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Marsha Abbey
Student Representative(s):

District Information

District: 07 Superintendent: Elisa Alvarez
Superintendent's Office Address: 501 Courtlandt Avenue Bronx, NY 10451
Superintendent's Email Address: ealvarez2@schools.nyc.gov
Phone Number: 718-742-6500 Fax: 781-742-6548

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462 – 1 Fordham Plaza
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-6280

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)
Sagrario Jorge	*Principal or Designee	
Jennifer Villacis	*UFT Chapter Leader or Designee	
Ganeal Chacon	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Marsha Abbey	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nancy O’Malley	Member/ Teacher	
Samantha Titus	Member/ Teacher	
Caitlin Mahoney	Member/ Teacher	
Leigh Ercole	Member/ Teacher	
Albert Pinero	Member/ DC 37	
Emily Garcia	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yoselin Garcia	Member/ Parent	
Keyna Franklin	Member/ Parent	
Ruth Malave	Member/ Parent	
Kanisha Reid	Member/ Parent	
	Member/	
	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.

PS 277 is a Prek-5th grade school located in the heart of the South Bronx. We serve a rich and diverse community with students that come from Mali, Senegal, Togo, Ecuador, Dominican Republic, Lebanon and a host of our nations. We have a population that serves 18% Second Language Learners and 17% Special Education students.

Our vision:

Our role as a community is to nourish, strengthen and empower the character, mind, and voice of our children in order to cultivate future leaders and thinkers in our school, in our community, and in our world. Together, we will build a sense of social responsibility, self-efficacy, and self-confidence in order to prepare for college and future careers .

As a community, we value the work of nurturing the students' minds, souls and spirits. As a school, we understand that our students and teachers' vitality lies within our ability to provide them a caring, trusting environment while providing the space to intellectually challenge, explore, discover and delight in learning. We have created a "**supportive environment**", as defined in the Framework for Great Schools, creating and maintaining extensive partnerships to meet the diverse needs of our community. Our partners Studio in School, Disney Musical, Fan for Kids, Change For Kids, Nature Company, 3rd St. Music, Chorus, City Parks, Brother Dwao Drumming and African Dance, provide academic enrichment through various art forms such as drama, dance, and music. In addition, students explore social studies content through our work with the Historical Society. We also provide an array of school led activities such as basketball, student council, chess, chorus, peer mediation, and dance classes. The variety of choices and our PBIS programming has helped to create a learning environment where the children can take risks, explore new opportunities and re-invent and dream of new possibilities.

As noted in the 2014-2015 Quality Review, PS 277 made tremendous effort around "**teacher collaboration**" and received a Well-Developed in this area . Teacher Team meetings are conducted once a week and follow a set protocol for looking at data. Action plans are created and revisited throughout the year to ensure that goals are met. The Quality Review highlighted that school leaders provided training to staff and found evidence of communication around high expectations amongst staff, students and families. It was also noted that the culture for learning and the path to college and career readiness permeated in the daily interactions and partnerships in support of those expectations. PS 277 ensures "**rigorous instruction**" takes place throughout the day through the development and revision of our curriculum maps These maps have been developed and updated based on strengths and weakness noted on the State item analysis. More time has been allotted for those standards where the school did not perform as well. All maps are standards-based and include differentiated performance tasks on our Atlas website. Prototypes for instruction have been updated based on best practice. Students are provided assessment criteria along with rubrics and/or checklists in order to self and peer assess their work. Daily walk-throughs are conducted to ensure that lessons are standards-based and provide rigor for all students.

In order to nurture the professional growth of teachers and staff through "**effective school leadership**", a professional development committee meets bi-monthly in order to plan and prepare high quality data-driven workshops aligned to the 2015-2016 school-wide goals. There is a system in place, where teachers provide feedback and an implementation plan following each workshop. A range of professional development from instruction to socio-emotional supports are provided to the staff, such as Teacher's College, Metamorphosis, Goldmansour and Rutherford and Wediko. In analyzing the instructional reports from the NYS exams, professional development for specific teachers has been identified based

on specific standards and how the students performed. Intervisitations are scheduled for those teachers that scored well in certain areas to model for the other teachers on the grade as well as documented best practices.

Our school has developed "**strong family-community ties**" by creating a school website, where each teacher has a link for the parents to view what is happening in the class as well as the school as a whole. We open the school to parents regularly through Family Fridays (first Friday of every month). During Family Fridays, parents may come to the classrooms, be involved in instruction and assist in learning activities with their child(ren). In addition, we have Family Math and Literacy Nights where families can once again be involved in instructional activities. Additionally, families have an opportunity to engage in our pd series provided by Ramapo on parenting classes or by our staff on a range of topics from navigating the Internet to reading with your child. Through our partnership with Wediko, families can request counseling for their child or entire family at school. Finally, we have been informed by parents, that we should have an after-school program in the building. In response to these requests, we have included a two hour after-school program from Monday through Friday that includes instruction as well as enrichment activities.

In order to build "**trust**" at PS 277, we have fully implemented a PBIS program. Students and teachers are rewarded for positive behaviors and all staff are trained to implement the system as well as recognize students beyond their own classrooms. Teachers that are observed doing exceptional work in and out of the classrooms are recognized through shout-outs on the Weekly Staff Notes. In addition, teachers receive " Snapshots" and "Glows and Grows" that provide commendations and recommendations, separate from mandated visitations.

07X277 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	469	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.8%	% Attendance Rate		92.1%	
% Free Lunch	93.6%	% Reduced Lunch		1.8%	
% Limited English Proficient	17.2%	% Students with Disabilities		22.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.4%	% Black or African American		22.3%	
% Hispanic or Latino	72.9%	% Asian or Native Hawaiian/Pacific Islander		1.1%	
% White	1.1%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		17.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		6.18	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.5%	Mathematics Performance at levels 3 & 4		25.1%	
Science Performance at levels 3 & 4 (4th Grade)	80.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		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 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		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>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 HEDI ratings noted above are from the 2013-2014 IIT report. As a school, one of our strengths has been the development of Common Core aligned curricula and units in all content areas through collaborative teacher team meetings. It should be noted that during our Quality review for 2014-2015, our reviewer recorded that our students were provided with rigorous opportunities for learning where they were able to articulate their thinking as well as problem-solve with peers or work independently to write reflective pieces and rated us Proficient in this area. Also, highlighted was the shift in our practice around data collection and analysis. One priority need for the school year 2015-2016 SY will be to systemize our formative and summative assessments on the Atlas website. Teachers will create pre and post exams where each question is aligned to a specific standard. The results will be entered on spreadsheets that are formatted to inform the teachers on forming small groups for additional instruction. An assessment plan has been created which outlines the assessments that will be analyzed during each of the five instructional periods throughout the year. Student portfolios will be maintained in order for students to keep track of their progress and goals. Attached to each portfolio piece students will reflect on their work, as well as provide peer reflections. Teachers will meet once a month for ELA and once a month for Math to analyze the spreadsheets and target students in need of remedial instruction or to provide enrichment.</p>		

Part 2 – Annual Goal

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

By June of 2016, differentiated performance tasks will be included for all curriculum units in our ATLAS Rubicon system as well as lesson plans, as measured by an average increase in the designing coherent instruction 1e component from 2.1 in 2014 - 2015 to 2.5 in 2015 - 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Differentiated tasks will be created that address the needs of students with disabilities, English Language Learners and high performing students during after school planning sessions.</p>	<p>All classroom teachers</p>	<p>9/15 – 4/16</p>	<p>Grade leaders and assistant principals</p>
<p>Professional development workshops will take place that assists teachers with the creation and implementation of differentiated tasks.</p>	<p>All classroom teachers</p>	<p>9/15 – 11/15</p>	<p>Staff developer Heidi Hayes Jacobs, assistant principals, and district personnel</p>
<p>Monthly reviews will take place to ensure each curriculum unit includes differentiated tasks. Monthly reviews will take place to ensure that teachers are maintaining the checks for understanding form for each lesson in their assessment binder.</p>	<p>All classroom teachers</p>	<p>9/15 – 6/16</p>	<p>Principal and assistant principals</p>
<p>Monthly teacher grade meetings will focus on the analysis of the differentiated tasks and checks for understanding forms using the Looking at Data protocol. Systems to review the results of the differentiated tasks will take place monthly as follows: Week 1 will analyze ELA data; Week 2 will analyze Math data; Week 3 classroom intervisitations; Week 4 development/revision of tasks on Atlas Rubicon based on previous week's data analysis.</p>	<p>All classroom teachers</p>	<p>9/15 – 5/16</p>	<p>Grade leaders, assistant principals, and coaches</p>
<p>Monthly Family Friday activities in different content areas will support the families with activities that can be done at home that align to the Common Core standards. Monthly Parent</p>	<p>All classroom teachers</p>	<p>9/15 - 6/16</p>	<p>Classroom teachers, coaches and mentors, assistant principals</p>

Newsletters will provide parents with additional activities in each content area. During the Family Engagement time, families are provided with ideas to help with homework at home.

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.

Principal
 Assistant Principal
 Teachers
 Weekly common planning time
 Per Session for teachers for planning after school
 Heidi Hayes Jacob webinar cost

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

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	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.

In January 2016, an in-depth review of differentiated tasks on ATLAS Rubicon will take place by teachers and supervisors to ensure that target students were addressed and time will be allotted in order for teachers to make revisions. We will also run a report on the ADVANCE system in order to see the average score for 1e designing coherent instruction to ensure we are making progress toward meeting the target score of 2.5.

In May 2016, there will another in depth review as noted above to revise performance tasks for the upcoming year.

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>One of our strengths in this area is the expectation that student’s must persevere in their learning by engaging in student-led discussions and projects related to topics studied in their particular classrooms. Self and peer feedback has contributed to students’ reflection on their own learning and the impact this has on their performance. One of the major findings that we found during our administrative walk-throughs was that students are engaging in self and peer feedback formally through their writing and math portfolio pieces. Teachers hold students accountable to lesson outcomes leading to purposeful conversations on how this learning contributes to their personal growth, continued perseverance, and what it means for their future. Our latest Quality Review indicates that we are performing at a well developed in this area as evidenced by purposeful conversations amongst students, parents, and staff.</p> <p>Building on this foundation, one of our priorities will be to enhance student-led discussions in all content areas.</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 –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By May 2016, students in all classrooms will follow a discussion protocol that is student led, where all students feel safe expressing their ideas and respectfully critiquing the ideas of others, as measured by an increase in the Danielson Component 3b: questioning and discussion techniques from 2.08 last year to 2.3 for the 2015-16 SY.</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). • Engaging families and expanding their understanding of a supportive environment 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>Each teacher will develop discussion protocols and norms with their students which will be followed during all discussions that have been included in each of the content area prototypes.</p>	<p>All classes</p>	<p>9/15 – 4/16</p>	<p>Classroom teachers and administration</p>
<p>The Expeditionary Learning units will be included in grades 305 curriculum maps, which includes higher order thinking questions and class discussions. Each month teachers will plan units using the Expeditionary Learning as a resource.</p>	<p>Grades 3-5</p>	<p>9/15 – 6/16</p>	<p>Classroom teachers in grades 3-5, Assistant principal</p>
<p>A six-week professional development workshop cycle will be implemented by the Professional Development Committee on facilitating student led discussions and higher order thinking questions. Each workshop will end with next steps for teachers which will be revisited during the following workshop. Teachers will be surveyed after each workshop in order to evaluate the effectiveness of each PD.</p>	<p>All classroom teachers</p>	<p>11/15 – 12/15</p>	<p>Coaches and Grade Leaders; PD Committee</p>
<p>Teachers will include ways that the families can engage in discussions at home based on topics learned in school. Teachers will also include prompts for parents to promote oral language. One Family Friday will be devoted to showing the families how the students engage in class discussions.</p>	<p>All classroom teachers and parents</p>	<p>11/15 - 6/16</p>	<p>Teachers and administrations</p>

Part 4 – Budget and Resource Alignment

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

Teachers

Weekly common planning time and Inter-visitation Schedule

Per Session for teachers for planning after school

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

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	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.

In January 2016, we will also run a report on the ADVANCE system in order to see the average score for 3b Questioning and Discussion Techniques to ensure we are making progress toward meeting the target score of 2.3.

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.	E
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.	E
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.	E
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).	WD
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on our latest Quality Review we were rated a Well Developed in this area. Some of the findings include the development of planning cycles for teacher-team meetings with a “Looking at Data” protocol. The elements of distributive leadership are evident in the teacher-led collaborative meetings where instructional empowerment guides conversations and discussions on student learning and how to address the gaps that adversely impact on their academic achievement. Teachers review norms and establish the purpose of the meeting with allotted time to ensure that all participants have a voice in the process, share out their inferences, and, most importantly, delve into the implications for their practice. As teachers analyze student work, they determine how to integrate the needed skills into processes helping students demonstrate improvement and understanding of their work. Teachers will review data in instructional cycles, based on our assessment plan.</p> <p>This year the development of an intervisitation cycle will take place. Intervisitations will be based on last year's Instructional Report for grades 3-5 and on instructional walkthroughs/observations for all grades. Teachers will follow an intervisitation protocol followed by a debrief. During the debrief teachers will discuss ways to revise and improve lessons and lesson planning based on the criteria on the Danielson.</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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, instruction will improve through purposeful lesson planning, as measured by an average increase in the designing coherent instruction 1e component from 2.1 in 2014 - 2015 to 2.5 in 2015 - 2016. Teachers will plan lessons and units collaboratively through the support of a staff developer at least 3 times per year, as measured by a review and feedback of the vertical maps developed on Atlas and attendance sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>A six-week professional development workshop cycle will be implemented by the Professional Development Committee on facilitating student led discussions and higher order thinking questions. Each workshop will end with next steps for teachers which will be revisited during the following workshop. Teachers will be surveyed after each workshop in order to evaluate the effectiveness of each PD.</p>	<p>All teachers</p>	<p>9/15 – 6/16</p>	<p>Coaches, assistant principals, district personnel, grade leaders</p>
<p>After each classroom intervisitation, which will be scheduled monthly for each grade level, teachers will conduct a collaborative lesson study using a lesson study/intervisitation protocol during the professional development period. Teachers will use the lesson study information to revise lessons and lesson plans based on teacher discussions.</p>	<p>All Classroom teachers</p>	<p>9/15 – 6/16</p>	<p>Teachers and administration</p>
<p>Random monthly reviews of lesson plans will take place in order to provide feedback geared to the improvement in the area of 1e Designing Coherent Instruction.</p>	<p>All teachers</p>	<p>9/15 – 5/16</p>	<p>Administration</p>
<p>Families will be provided with a monthly newsletter, which will outline the units of study that will be studied throughout the month. This will be provided in English and Spanish and posted on the teachers' website for easy access.</p>	<p>All teachers</p>	<p>9/15 – 6/16</p>	<p>Teachers, Technology Specialist</p>

Part 4 – Budget and Resource Alignment

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

Principal

Assistant Principal

Teachers

Weekly common planning time

Per Session for teachers for planning after school

Heidi Hayes Jacob webinar cost

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

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	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.

In January 2016, an in-depth review of differentiated tasks on ATLAS Rubicon will take place by teachers and supervisors to ensure that target students were addressed and time will be allotted in order for teachers to make revisions. We will also run a report on the ADVANCE system in order to see the average score for 1e designing coherent instruction to ensure we are making progress toward meeting the target score of 2.5.

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>One strength this year was the development of the Professional Development Committee. The committee was made up of the grade leaders from each grade Pre-K through 5. This committee took charge of planning and implementing a 6-week professional development cycle on Assessment in Instruction. The committee members analyzed the reflection sheets from teachers after each PD in order to plan the next workshop in the cycle. Immediate growth was observed in the classrooms, where teachers were specific in articulating the assessment criteria and monitoring whether students met the criteria.</p> <p>According to our latest Quality Review, school leaders conduct targeted, frequent observations and provide specific feedback. The school leaders have identified the need to provide feedback that is time-bound and reviewed for implementation.</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, all teachers will have been provided with time-bound next steps, via informal, formal, snapshots and/or "glows and grows" on a monthly basis and that next steps have been implemented within the time allotted.

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>Observations and all feedback will include a time-bound set of next steps focused on improving teacher instruction and student achievement.</p>	<p>Administration</p>	<p>11/15 – 5/16</p>	<p>Administration Coaches; Mentors</p>
<p>A checklist highlighting each teacher, next steps and dates for completion will be used to keep track of the follow up on each activity.</p>	<p>Administration</p>	<p>11/15 – 5/16</p>	<p>Administration Coaches; Grade Leader</p>
<p>School leaders will review the time-bound next steps during our Friday Administrative meeting, in order to ensure that teachers have implemented and/or completed the next steps by the deadline provided.</p>	<p>Administration</p>	<p>11/15 – 5/16</p>	<p>Administration, Mentors</p>
<p>School leaders will meet with Coaches after the Friday Administrative meeting in order to assign supports for teachers in need, review previous assignments and coach logs.</p>	<p>Administration; Coaches</p>	<p>11/15 – 5/16</p>	<p>Administration Coaches, Mentors</p>
<p>An observation schedule will be created in order that feedback is provided to each teacher monthly. This will be reviewed during our Friday Administrative meeting.</p>	<p>Administration</p>	<p>9/15 - 5/16</p>	<p>Administration</p>
<p>Schedule a monthly "norming and callibrating" walkthrough for administration in order that feedback is consistent to other leaders.</p>	<p>Administration</p>	<p>9/15 - 5/16</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

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

Principal

Assistant Principals

Coaches and Mentors

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

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	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.

In January 2016, the administrative team will review all checklists, schedules, and coach logs to ensure that all teachers have implemented at least 2 time-bound next steps. Additional supports, coaching, and professional development will be scheduled/created based on patterns or trends noted through this analysis.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>In our most recent Quality Review, it was noted that there is a promotion of excellence and a “no barriers” attitude in support of parents’ learning. This is clearly understood by staff and families. Families appreciate the personalized support structures in place where every student is being prepared for the next level. The ongoing communication of “No child left behind” also means that ‘no parent is to be left behind’ in the understanding of what it really means to be college and career ready. Parents proudly share that they see the difference in their children’s attitudes towards learning and support the school-wide expectations as partners by following up at home. Additionally, students articulate their future aspirations to a variety of professions due to the awareness created through school activities where students realize the importance of education and where it can take them.</p> <p>Parent feedback during Principal and Parent meetings, such as "Cafe Con Libros", has consistently shown the need for a school-based after-school program. Parents request homework help for the students and ways to help at home. Having partnerships with community-based organizations will assist in building strong community ties, as well as family relations.</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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, an after-school program will be maintained for 25% of students at the school as measured by attendance of students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>An after-school program will be run by school staff and include enrichment activities by outside community-based organizations, as well as a targeted support for grades 2-5 based on school data.</p>	<p>Parents, teachers, and students</p>	<p>10/15-6/16</p>	<p>Principal, Assistant Principal, Teachers, Coaches, Parent Coordinator, CBO's</p>
<p>Outreach for community-based organizations will include NYC Chess, Studio in a School, Dance and Drumming by ACAMP.</p>	<p>Parents, teachers, and students</p>	<p>10/15-6/16</p>	<p>Principal, Assistant Principal, Teachers, Coaches, Parent Coordinator, CBO's</p>
<p>School staff will implement activities such as homework help, Zumba, Lacrosse, physical education, on-line reading and math programs.</p>	<p>Parents, teachers, and students</p>	<p>10/15-6/16</p>	<p>Principal, Assistant Principal, Teachers, Coaches, Parent Coordinator</p>
<p>Creating homework help where both the parent and the child can engage and get support from teachers to tackle complex tasks or to be part of a book club during Family Fridays and Tuesday Parent Engagement time.</p>	<p>Parents, Teachers and Students</p>	<p>10/15-6/16</p>	<p>Principal, Assistant Principal, Teachers, Coaches, Parent Coordinator</p>
<p>Targeted support will be based on school data, such as simulations and benchmark assessments.</p>	<p>Teachers and Students</p>	<p>10/15-6/16</p>	<p>Principal, Assistant Principal, Teachers, Coaches</p>
<p>Assignment of an after-school coordinator to supervise and ensure efficiency of program.</p>	<p>After-School Coordinator</p>	<p>10/15-6/16</p>	<p>Principal, Assistant Principal</p>

Part 4 – Budget and Resource Alignment

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

Services contracted by Wediko, Ramapo and Goldmansour and Rutherford for administration, teachers and parents.

Per Diem for Sub Coverage of PD for teachers

Principal Assistant Principal Coaches and Parent Coordinator led PD

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

	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	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.

At the end of December 2015, February 2016, and April 2016, a review of all the attendance sheets will ensure that 25% of the students continue to be serviced through the after-school program. If the data shows that less than 25% of students are being serviced then students placed on a wait-list will be offered placement.

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

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By January 2016, 50% of our student population will participate in Academic Intervention and in the Extended Learning Time Programming

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
We will actively advertise the programmatic schedule of the our Extended Learning Time through letters that are backpacked, phone messenger and informational meetings. The proposal of the Extended Learning Time will include a 5 day offering for parents who need a consistent after school program. Our Saturday programming and attendance advertisements have been successful in having 50% of our students in grades 2-5 attend. This year our Saturday Program will be extended to second graders. A school aide will be responsible for calling family members to ensure attendance. Finally, student attendance and consistent participation will be highlighted and celebrated as well as documented on a daily basis.				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students in the school , with the goal of serving a minimum of fifty percent of students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • Engage in outreach activities made to families.
We will have two programs for ELT: After-school and Saturday Academy.

Our After School Extended Learning Program will take place 5 days a week for two hours a day. One hour of programming will be focused on assisting students with homework and the second hour of the program will have social and emotional enrichment activities. Two days a week grades 2-5 will focus on academic instruction based on ELA and Math benchmarks and simulation data. NYS certified teachers on that particular grade will provide this instruction. We will partner with Chess in Schools, Studio in School, as well as provide drumming, dance, chorus and basketball. For our second language learner population, we will also use Successmaker as well as cooking class to support the learning through technology integration. The Saturday Academy is popular amongst the students and parents. Students are invited to the exclusive Saturday events, which creates buzz and excitement and increases our attendance. In the past, we have had 50% of the students in grades 3-5 attend Saturday Academy. This year we will extend the program to include second graders. As incentives for attending, students work on Arts and Craft activities, prizes are given away, and each Saturday concludes with a dance party.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The ELT program will be implement by the administration for the Wednesday – Thursday component and we will hire a Community Based organization to lead the program and coordinate the outside providers. PS 277 teachers will lead the academic component of the Extended Learning Time. A site coordinator will be hired to oversee the program and to collect multiple sources of data to assess the quality of the programming.

Part 4b. Timeline for implementation and completion, including start and end dates.

Saturday Academy – 1/16-4/16

After School Programming – 10/15-6/16

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

- Administration
- Service Coordinator
- Studio in School, Chess in School, Drumming, Dancing
- Leveled Literacy Intervention / Foundations / NYReady/Finish Line
- Per session for PS 277 teachers, paraprofessionals, schools aides, coordinator, and supervisors

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

Part 6 – ELT Progress Monitoring

Part 6a. 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, 50% of our students will have attended our ELT programming participating in academic and enrichment courses.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: 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)	<ul style="list-style-type: none"> • Students that have been identified through our Child Study Team • Holdovers • English Language Learners 	<ul style="list-style-type: none"> • Guided Reading Group using Leveled Literacy Intervention for identified struggling students for K, 1st, 2nd, 3rd and 4th graders. • Foundations and Wilson 	<ul style="list-style-type: none"> • Small group Instruction (with a maximum of 4 students per group) where push in and pull out models are followed. 	The AIS services take place during the school day outside of the literacy block
Mathematics	<ul style="list-style-type: none"> • Students that have been identified through our Child Study Team • English Language Learners 	<ul style="list-style-type: none"> • Bilingual support for ELL students and math word problems • Use of Exemplars with multi-entry opportunities • Remedial and Enrichment supports from GoMath and NY Engage • Use of Rek-n-Rek and Abakids Math Guides 	<ul style="list-style-type: none"> • Small group Instruction (with a maximum of 4-15 students per group) where push in and pull out models are followed. 	The AIS services take place during the school day and after-school
Science	<ul style="list-style-type: none"> • Students that have been identified through our Child Study Team • Holdovers • English Language Learners 	Non-fiction Guided Reading Groups (see above)	Small group instruction	The AIS services take place during the school day outside of the literacy block
Social Studies	<ul style="list-style-type: none"> • Students that have been identified through our Child Study Team 	Non-fiction Guided Reading Groups (see above)	Small group instruction	The AIS services take place during the school day outside of the literacy block

	<ul style="list-style-type: none"> • Holdovers • English Language Learners 			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Students that have been identified through our Child Study Team • Holdovers • Parent Request 	<ul style="list-style-type: none"> • Character Education through Read Aloud • Reinforcement of PBIS lesson plans • Peer mediation 	Small group, individual meetings, parent/child meetings and push in	During the school day

Section 8: 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.
<ul style="list-style-type: none"> • PS 277 strives to retain highly qualified staff by offering leadership opportunities and involving them in decision-making. For example staff members were invited to participate in our PBIS initiative to make decisions and execute critical initiatives aligned with school’s mission and vision statements. We also have a core teacher group, which serves as a think tank for improving our school instruction and community. • All teaching candidates must complete an interview packet, which includes writing a parent letter, solving a math exemplar, and analysis of student writing. All teaching candidates are interviewed by the school's hiring committee. • Buddy Teachers and special emphasis on classroom inter-visitations • A program schedule that builds on common planning time, and professional development opportunities that are grouped horizontally and vertically. • Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis. • All staff participates in a goal-setting program to provide a structure to discuss goals and progress aligned with Danielson’s Framework. • Partner with staff developers and grade team to provide lesson plan clinics, Instructional Rounds and classroom visits. • Attend teacher fair to recruit teachers or other pedagogues. • Network with other Principals and Assistant Principals with the focus of recruiting teachers of staff members. • Mentorship by both the Literacy and Math coach is provided to both new and veteran teachers on a weekly basis. • Purchased services from highly regarded Staff Developers to provide quality Professional Development in school as well as workshops outside of school where the teachers have an opportunity to collaborate with other NYCDOE teachers.

- Staff is assigned based on license areas and interests.

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).

1. Instructional Rounds hosted by Principal, Assistant Principals, Coaches and Grade Leaders.
2. Instructional Lead trainings hosted by the Administration and Professional Development Committee.
3. Off-site professional development workshops led by Heinemen for Leveled Literacy Intervention, Metamorphosis, Foundations, and Goldmansour and Rutherford.
4. Weekly Professional Periods will follow the cycle: ELA Data Analysis Meeting, Math Data Analysis Meetings, Instructional Rounds and Discussion of Professional Articles.
5. On-site professional development by outside consultants; Metamorphosis, Weidiko, Leveled Literacy Intervention, Goldmansour and Rutherford, Foundations, Successmaker and Heidi Hayes Jacob.
6. In house professional development led by Principals, Assistant Principals, Coaches, Instructional leads during the weekly Monday and Tuesday professional development periods.
7. Grows and Glows from Principal and Assistant Principal.
8. The yearlong professional development plan will be developed based on the feedback provided by the teachers as well as on the data analyzed and goals co-developed with the Professional Development Committee composed by Grade Leaders and Administration.

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.).

- Joint Professional Development is provided to the Pre-k staff.
- Pre-k teachers are involved in school-wide inter- visitations
- Metamorphosis Staff Developers work to support the Pre-k teachers to align the curriculum and increase rigor, where appropriate
- Monthly parent workshops are held to promote parent involvement and understanding of the child’s developmental milestones at this age.
- At the end of the year, the pre k students have the opportunity to visit the kindergarten classroom and spend an one to two periods engaging in “kindergarten activities” with their future teacher.
- Provide families with summer packets (created by the Kindergarten team) on activities and assignments that are Pre-k and kindergarten age appropriate.
- Books are sent home with the Pre-k students during the summer.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Teachers are provided professional development workshops on the selection of the MOSL assessment.
- Teachers are provided with per session to create units of study that include the differentiated tasks as well as selecting
- Heidi Hayes will continue to provide professional development on how to align assessments with the Common Core Learning Standards.
- One professional period a month focuses on using a protocol to review assessments results and plan small group instruction.
- Due to feedback from teachers, we have substituted our TC Running Records with the Fountas and Pinnell Benchmark 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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	374,483.00	X	5E and 6
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	69,732.00	X	
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,564,941.00	X	5D

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

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

The activities and/or strategies included in your school's PIP should align with current 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. PS 277 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 277</u>	DBN: <u>07X277</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>41</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u> </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: Begin description here:

At PS 277 we have 77 ELLs in K-5. At this time we have only ENL services. Title III support will supplement our ongoing services with 2 after-school programs, one program on Fridays for 22 third and fourth grade ELLs and one program on Wednesdays for 19 fourth and fifth grade ELLs, NYSESLAT levels Entering to Commanding. Our certified ESL teacher and Transitional B licensed ESL teacher will be conducting these after-school programs with third, fourth and fifth grade ELLs, 2 days per week for 2 hours a day from November 18 through March 18. The programs will be conducted in English. The focus for Wednesday's group will be skills practice based on The Common Core Learning Standards using the textbook The Finish Line from Continental Press. Units will cover speaking, listening, reading and writing around a common theme. This will be offered to 19 fourth and fifth graders, NYSESLAT levels Entering through Commanding. Grade appropriate content is embedded. This program will be in English with Native Language support through use of itranslate and Spanish speaking teachers. Friday's program will be a continuation of a program conducted here for 13 years entitled "Project Cook" where we use the culinary arts to contextualize curriculum. This year's theme will be Communities Around the World. We will continue our format of listening and speaking about our theme, reading and writing, and finally cooking to reinforce our lessons as well as to provide added motivational incentive. We will explore Communities Around the World through context embedded, content based instruction. We will use songs, poems, games, and technology to further enhance language acquisition through content. This program will be in English with native language supports through word to word dictionaries, itranslate, Spanish speaking teachers, an emphasis on cognates and translated key academic vocabulary. Alternating with this program on Fridays students will build content knowledge through a computer program called Success Maker from Pearson, utilizing technology to make instruction and learning more accessible for every student. Students experience personalized learning in either literacy or mathematics. Assessment and data are built in. Friday's program will be offered to 22 third and fourth graders, NYSESLAT levels Entering through Commanding.

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: _

We will offer a PD for our teachers of ELLs. The classroom teachers will participate in a book study, guided by our 2 ENL teachers. We will read and discuss: Connecting Content and Academic Language for English Learners and Struggling Students, Grades 2 -6 by, Ruth Swinney and Patricia Velasco. This book exemplifies current theories of Second Language development and offers teachers a toolbox of scaffolding strategies. It highlights integration of language development with content. This program is designed to help our teachers address the needs of our ELLs through collaboration using current

Part C: Professional Development

language acquisition theories. These sessions will be on Tuesday from 3:00-4:00. This program will run for 10 weeks beginning December 3rd .

Part D: Parental Engagement Activities

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

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

Begin description here: _

-
The Parental Engagement Activities at PS 277 include Family Friday once a month when the parents have the opportunity to interact within the student's classroom and learn strategies that they can apply at home with their child. This program is translated to enable parents of ELLs to participate. Monthly, Café Con Libros is a workshop led by our bilingual principal addressing parents' needs in order to impact higher achievement for ELLs. Café con Libros also provides parents with an opportunity to learn about the Common Core Standards and Workshops on parent selected topics. Additionally, we have monthly parent workshops that provide parents with information and strategies for content area. For example, we have Family Math Night, Literacy Night, SPED Info Sessions etc. Also, for parent engagement there will be technology classes for parents on how to access the internet and support their children's learning through online programs. To conclude our Project Cook program parents are invited to our concluding celebration with food and activities from the program, illustrating students' academic progress.

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 	<u>\$7,483.50</u> <u>\$2993.40</u> <u>\$2993.40</u>	<u>-15 teachers PD -10 days per session @ \$49.89</u> <u>-2 teachers after-school Project Cook- 15 days, 2 hr each day- per session @ \$49.89</u> <u>-2 teachers After-school Finish Line- 15 days, 2 hr each day-per session @ \$49.89</u>
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. 	<u>\$3,586.34</u> <u>\$500.00</u> <u>\$500.00</u>	<u>-15 texts for PD</u> <u>-Supplies for Project Math: kitchen</u>

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.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		<u>supplies, groceries, misc.</u> <u>-Texts, journals, folders, chart paper</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$18,056.64</u>	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any school wide 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 07	Borough Bronx	School Number 277
School Name Dr. Evelina Lopez-Antonetty Children's Literacy Center		

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 Lila Jorge	Assistant Principal Adele Cammarata
Coach Math Grisselle Fortuna	Coach Literacy Nancy O'Malley
ENL (English as a New Language)/Bilingual Teacher Nancy Shnider	School Counselor Carmen Almodovar
Teacher/Subject Area Technology Shirley Villacis	Parent Ganeal Chacon
Teacher/Subject Area Library Karen Denker	Parent Coordinator Jeannette Vega
Related-Service Provider Jennifer Villacis	Borough Field Support Center Staff Member type here
Superintendent Elisa Alvarez	Other (Name and Title) Yvette Mejia, Assistant Principal

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

D. Student Demographics

Total number of students in school (excluding pre-K)	417	Total number of ELLs	75	ELLs as share of total student population (%)	31.2%

Part II: ELL Demographics

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

A. ELL Programs

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	n/a	0												
Dual Language	n/a	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	91	Newcomers (ELLs receiving service 0-3 years)	66	ELL Students with Disabilities	16
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

ELLs by Subgroups										
	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	Total

TBE	0	0	0	0	0	0	0	0	0	0	00
DL	0	0	0	0	0	0	0	0	0	0	00
ENL	66	0	13	6	0	3	0	0	0	0	72
Total	66	0	13	6	0	3	0	0	0	0	72
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>											

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
														00
														00
														00
TOTAL	00													

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																		
																			00	00
																			00	00
																			00	00
TOTAL	00																			

* 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
									00	00
									00	00
									00	00

TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00
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This Section is for Dual Language Programs Only													
Number of students (students fluent in both languages):							Number of students who speak three or more languages:						

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	15	11	6	7	2								53
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic			1	1										2
Haitian														00
French														00
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other	1		1		1	1								4
TOTAL	21	18	9	10	8	9	00	75						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in 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)	3	0	1	1	0	0	n/a	5						
Emerging (Low Intermediate)	0	1	1	0	4	1	n/a	7						
Transitioning (High Intermediate)	3	2	1	2	1	1	n/a	10						
Expanding (Advanced)	6	14	12	5	7	3	n/a	47						
Commanding (Proficient)	14	1	2	2	0	3	n/a	22						
Total	26	18	17	10	12	8	00	91						

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	1	0								1

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	14	1	2	2	0	3									22
-------	----	---	---	---	---	---	--	--	--	--	--	--	--	--	----

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	4	1		10
4	5	2	1		8
5	6	1	2		9
6					
7					
8					
NYSAA					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	4		3		3				10
4	3		4				1		8
5	5		1		2		1		9
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		3		4		1		8
8									00
NYSAA Bilingual (SWD)									00

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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				

Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
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)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Chinese Reading Test	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

We use the Fountas and Pinnell benchmark assessments to determine our students' independent reading levels which inform instructional plans throughout the year and are used to push students' instructional reading levels. The data from these assessments informs our groupings, highlights students who will need Foundations and helps us determine which students are selected for Leveled Literacy Intervention (LLI). Additionally, these assessments are used to identify students who may be referred to our Child Study Team. Throughout the year, LLI groups use running records to guide planning. We are using the Foundations program to provide foundational phonics skills for reading and writing. The running records provide teachers with individualized data in the areas of vocabulary, fluency, and phonics. Teachers can use data about students' error corrections and types of errors to provide appropriate instruction. In addition, students in grades K and 1 are assessed through a pilot phonics program called Spalding.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

According to student data reported from the most recent NYSESLAT, most students tend to score highest in the speaking modality and lowest in the writing modality. While writing scores are generally much lower (at least five points on average) from the next lowest scoring modality, students tend to score within the same point range (within 2-3 points) in the speaking, reading, and listening modalities. Additionally, the median score on the NYSESLAT is expanding across all grade levels reported. In comparison to the previous year's NYSESLAT results, the most recent scores strongly correlate with the proficiency levels reported for students this year (e.g. students previously scoring Beginner scored this year as Entering or Emerging). In regards to students' overall scores across all modalities, the data patterns of the NYSESLAT reveal that most students scored higher on the most recent test. These are the trends in improved scores by grade by at least one proficiency level: nearly 50% in first grade, the majority of students in the second grade (12/17 students), the majority of students in the third grade (6/10 students), only one student in the fourth grade (1/12 students), and nearly the entire fifth grade (7/8 students). However, we noticed a negative trend in the fourth grade. Four students showed significant decreases in their test scores, having scored advanced in the previous year and either emergent or transitioning on the most recent test.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

We use the results of the NYSESLAT and the AMAO to inform instruction. The data patterns of the NYSESLAT reveal that our ELLs Speaking continues to be an area of strength. They show significant improvement in the Speaking/Listening modality. Students progress from beginning levels to Advanced levels at an adequate rate. However, they stay in the Advanced level longer than expected. Writing is an area of weakness base on the NYSESLAT data. In order to address the needs of the students that fall into this group, the students will receive small group instruction in writing that supports the skills required of them on the NYSESLAT in the after school program and throughout the school day.

The AMAO data reveals that approximately 70% of our ELL students are at a level 1-2 for being at risk. Students scoring at the highest risk level of 5-7 have a 98% attendance or higher. Most show significant growth in Math as compared to ELA. Our level 7 student has received 6 years of ESL services and is still testing at high emerging level for NYSESLAT. Level 5 students are either transitioning or expanding. All at risk students have scored levels 1 or 2 in ELA for the past 2 consecutive years. All level 4-7 at risk students will receive Leveled Literacy Instruction five times a week for 45 minutes a day. The ESL teacher will push in as well as pull out to meet the required minutes.

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

Since there is no Transitional Bilingual Education program, we have not administered the ELE to our students. We also do not have a dual language program available for our students. In our ENL program, we have noticed an overall improvement by at least one proficiency level in the NYSESLAT scores of students in all grades except for the fourth grade. On the Spanish LAB (SLAB), half of the students tested advanced or proficient while the other half tested as beginner or intermediate. Half the students (4/8) tested scored similarly on the NYSITELL and SLAB, and nearly half scored higher on the SLAB (3/8 students) while just one student scored higher on the NYSITELL. As for the ELL periodic assessment, our school opts out due to the volume of assessment conducted on an ongoing basis at our school. Home language is used in the ENL program by grouping students with Spanish-speaking teachers, word to word dictionaries, and emphasis on cognates and/or translation during direct academic vocabulary instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

To provide supportive RTI infrastructure, we have an Academic Intervention Services (AIS) team of specialists who work in coordination with the English as a New Language (ENL) team to meet each students' needs. Together, we share data and best practices to accommodate the needs of each individual ELL. Specialists also attend professional development opportunities in which they share data, plan instruction, and collaborate as teams to produce high-quality research-based instruction. Additionally, the ENL team meets weekly with teachers from each grade level in order to co-plan and address the needs of students. Our students that struggle are referred to the Child Study Team, who depending on the individual child, may be referred to Leveled Literacy Intervention. A large percentage of our ELL populations receive Leveled Literacy Intervention. In response to ELL data and within the RTI framework, RTI support is also evidenced with increased visuals (pictures, videos and graphic organizers) and increased vocabulary instruction. Our Spanish speaking ELLs are grouped with a Spanish speaking teacher when possible to provide translation if necessary and native language support when it will serve academic progress.

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

Currently, we do not have a Transitional Bilingual Education (TBE) program. Second language development is a part of instruction school-wide as all our students can benefit from ESL methodologies. Teachers are given Professional Development to increase their knowledge of these methodologies such as: TPR, use of visuals and hands-on activities, lowering the affective filter, vocabulary instruction, and shared reading and writing. In regards to data-driven instruction, teachers are informed of students' NYSESLAT scores and these PDs are conducted to help teachers analyze the data and to provide strategies for improving students' language at each proficiency level based on their second language acquisition stages as well as in each modality. Also since a majority of our ELLs' native language is Spanish, we have attempted to hire Spanish speaking teachers to support both the students and families when the use of the native language is necessary.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

We analyze data from the NYSESLAT and NYSITELL as well as ongoing informal assessments across the curriculum. We use the results of the analysis to evaluate the success of our programs and inform our pedagogical practice. For example, we noted that our ELLs struggled with the multistep math word problems. As a result of this analysis, we provided extra support in our after school

programming by our math coach, who also speaks Spanish. This has resulted in math gains where our ELLs have made the most the growth with the school population.

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.
At registration, eligibility for the NYSITELL is determined based on the Home Language Questionnaire and an oral interview which is conducted in the parent’s preferred language with parent and student by a trained pedagogue who speaks Spanish and English. A certified ENL teacher administers the NYSITELL to eligible students within ten days of the students’ registration. If a student scores below Commanding on the NYSITELL and their home language is Spanish, an ENL pedagogue who speaks Spanish and English tests the student with the Spanish Lab.
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)
If a student enters the NYC school system from another country or demonstrates other characteristics of SIFE students listed in the NYSED SIFE Guidelines, then a SIFE oral interview questionnaire will be conducted by a pedagogue with the student and, if needed, the parent, within thirty days of enrollment. As a result, the student may or may not be classified and entered in as a SIFE student in the ATS system.
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).
At registration, the ENL team reviews the home language questionnaire to determine the students’ language needs. Within 20 days, a school administrator determines if the student has an IEP and reviews the program recommendations with the Language Proficiency Team (LPT), consisting of the SETTS teacher, school psychologist, school counselor, family worker, and ENL team. A parent or guardian will attend annual IEP meetings for the student where interpretation in the parent’s home language is provided by the SETTS teacher, counselor, and parent coordinator. A family social worker interviews the students’ family to determine students’ SIFE status. The ENL team follows up by conducting a SIFE oral interview questionnaire if needed within thirty days of enrollment.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Entitlement and non-entitlement parent notification letters written in English and in Spanish are distributed by the ENL team, Ms. Shnider and Ms. Byrd, and verification of their receipt is kept in the ELL binder. If needed, we can find translations in other languages on the DOE’s website in order to provide correspondence in the parents’ preferred language.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
A parent orientation is provided in the parent’s preferred language for all parents of newly entitled ELLs, at which time parents are informed of their rights to change programs. The ENL team, Ms. Shnider and Ms. Byrd, provides each parent with a continued entitlement or non-entitlement letter in the parent’s preferred language that also informs parents that they have a right to appeal ELL status within 45 days of enrollment. These documents are kept in the ELL compliance binder.
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.
After conducting NYSITELL testing, parents are provided with the entitlement letter in English and the parents’ preferred language. The letter describes the three program choices offered by the DOE: Transitional Bilingual, Dual Language, and Freestanding ENL. It also invites them to the parent orientation where the ENL team describes the available programs and shows the Parent Orientation Video in their preferred language of communication. At the meeting, parents are also informed that the TBE program is the default placement if a parent survey is not returned. These meetings are ongoing throughout the year as needed.
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.

Parents of eligible students are given a Parent Survey and Program Selection form to bring with them to the orientation meeting. If a parent is unable to attend the meeting or does not return the forms, the forms are mailed, and followed up with a phone call. If no response from the parent is received, the default program is transitional bilingual. The ENL team, Ms. Shnider and Ms. Byrd, fill out ELPC in ATS and within ten days. The ENL team visits each classroom that needs to turn in forms every day until all students have turned in the required paperwork. If a student loses a form or has not turned it in within a few days of receiving it, the ENL team provides another form and may follow up with another phone call home. All collected forms are stored in the ELL binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL team visits each classroom that needs to turn in forms every day until all students have turned in the required paperwork. If a student loses a form or has not turned it in within a few days of receiving it, the ENL team provides another form and may follow up with another phone call home. All collected forms are stored in the ELL binder. If a parent is unable to attend the meeting or does not return the forms, the forms are mailed, and followed up with a phone call. If no response from the parent is received, the default program is transitional bilingual. All correspondence is provided in English and the parents' preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL team, Ms. Shnider and Ms. Byrd, send placement letters home with the students and receipt verification is kept in the ELL binder. The letters are provided in English and the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The HLIS is kept in the child's cumulative folder in each teacher's classroom and a copy is retained in the ELL binder. The verification of receipt of the non-entitlement and entitlement letters are also kept in the ELL binder. The ENL team, Ms. Shnider and Ms. Byrd, are responsible for maintaining these records.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL team, Ms. Shnider and Ms. Byrd, sets up a schedule by grade level and modality (i.e. reading, speaking, listening, and writing) to ensure that all sections of the NYSESLAT are administered each year. RLAT and RLER ATS information is cross-checked with ENL student lists to confirm eligible students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL team, Ms. Shnider and Ms. Byrd, send home continued entitlement and transitional support parent notification letters with the students that are provided in English and the parents' preferred language. The parents sign a verification of receipt and return it to the ENL team. This verification of receipt is kept in the ELL 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).
Overall, there has been an increase in the number of parents selecting the Transitional Bilingual Education (TBE) program in the past few years. In 2013-14, five parents chose TBE and thirteen chose ENL. In 2014-15 eleven parents chose TBE and twelve chose ENL. For this academic year, 2015-2016, eight parents have chosen TBE and three chose ENL. Currently, the program models offered at our school are not aligned with parent requests since we only have an ENL program available. If these trends continue, we will abide by the Aspira Consent Decree and open a TBE program. To build alignment between parent choice and program offerings as per this decree, we have notified parents via the parent conference that a TBE program will be created if at least fifteen parents opt for the TBE program in two contiguous grades.

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.
ENL is delivered through a combination of integrated ENL and pull-out services. Students who scored Beginner or Intermediate are pulled out to address their content area needs. The integrated model of ENL gives further support for all level of ELLS, and utilizes the small group instructional model. Additionally, all students will receive integrated ENL through an integrated co-teaching model with a certified ESOL teacher and a K-6 certified elementary school teacher. The minimum amount of time students will receive integrated instruction is as follows: 180 minutes for Entering, 180 minutes for Emerging, 90 minutes for Transitioning, and 180 minutes for Expanding.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Our school provides each ELL student with the mandated instructional minutes according to CR Part 154-2 (K-8). Students scoring Entering and Emerging receive a total of 360 minutes per week (2 units of study), Transitioning and Expanding receive a total of 180 minutes per week (1 unit of study each), and Commanding receives a total of 90 minutes integrated ENL per week (0.5 unit of study). ELA and HLA are not applicable. The ENL team develops a schedule based around these requirements to ensure that all ELLs receive their mandated services.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. Content area needs of our ELLS are reinforced through use of TPR, increased visuals, technology including a program called Success Maker, and differentiated instruction. For example, all teachers provide core content vocabulary with translations, when appropriate, and teach it explicitly through visuals. Native language supports also include translations of vocabulary, word-to-word dictionaries, emphasis on cognates, and content area books provided in students' native language when appropriate. Through the integrated ENL co-teaching model, teachers utilize language acquisition strategies that are appropriate for each level of language production. The Foundations program supports foundational phonics skills for reading and writing. Moreover, we provide our students with Leveled Literacy Intervention, which has many strategies that support language development.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The Spanish LAB is administered to students whose home language is Spanish if they have not met the proficiency cutoff of the NYSITELL at the beginning of the year. The ELL students are generally grouped with classroom teachers who are Spanish-speakers who act as screeners in the native language when appropriate.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We use formal and informal ongoing assessment to ensure that ELLS are appropriately evaluated in all four modalities through the year. Through the use of the Danielson Framework, students are consistently engaging in student led discussions where students must listen to one another and build upon each other's ideas. It is in these forums that teachers are able to assess and support students in listening and speaking. In reading and writing the students are consistently assessed through school mandated assessments and formal structures.

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: Since we currently do not have any classified SIFE students, we do not provide differentiated instruction for this subgroup. If we were to have a SIFE student who spoke Spanish, they would be placed with a Spanish-speaking teacher, receive small-group instruction, and have access to multimodal/multi-sensorial technology to support their learning.

B: Newcomer ELLs also are provided with a Spanish-speaking teacher, small-group instruction, multimodal/multi-sensorial technology to support their learning, visual supports, TPR, opportunities to produce unforced oral production.

C: Developing ELLs will receive much of the same differentiation as SIFE and Newcomers. Additionally, we will use role playing activities, readers theater, graphic organizers (e.g. charts, tables, graphs), and partner reading.

D: Long-term ELLs will receive the previously mentioned supports with emphasis on content vocabulary, cooperative learning, and continued support of content area with visuals.

E: Former ELLs receive 90 minutes of integrated ENL for two years as per the CR Part 154-2. All ELL subgroups receive time-and-a-half for all standardized tests.

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

If parents file an appeal of a student's ELL status within 45 school days of a student's initial ELL designation, our ENL team will initiate a Review of ELL Identification Determination. This review will be concluded within 10 school days, 20 school days if the Committee on Special Education (CSE) is consulted, and occurs in the following two phases.

Phase one begins by having the CSE committee review all documents related to the Re-identification process. Then, the CSE will review the student's work in English and in the home language. If it was originally determined that the student would not be administered the NYSITELL, the CSE would then administer the NYSITELL to the student. However, a second administration will not be conducted if the test had already been administered. Next, the CSE will consult with the parent or guardian before conducting and reviewing the results of a school-based assessment of the student's abilities in all modalities (listening, speaking, reading, and writing) in English by the ENL team as defined by CR Part 154-2.(u)⁴. If the student possesses or is suspected of possessing a disability that may impact their ability to communicate through these modalities in English, the SETTS teacher, classroom teacher, or ENL team will consult with the CSE who will provide a recommendation. Based on this correspondence, the principal will determine whether the student's ELL status needs to be changed. Then, the principal will send the student's parents written notification of her decision in the parent's preferred language.

If the principal recommends to not change the ELL status, no further actions will be taken. However, if the recommendation is to change the ELL status, the principal will send the parent or guardian's receipt of signed notification acknowledging her recommendation to change the ELL status along with relevant documents to the superintendent to review and determine a final decision. Lastly, the superintendent will send the notification of the decision to the principal who will then send the notification to the parent, guardian, and student (if he/she is older than 18) in the parent's preferred language within 10 school days of receipt of documentation. The CSE and ENL team will collaborate to modify the student's program accordingly if the decision is to change the ELL status. However, if the decision is to not change the ELL status, no further action will be taken. Lastly, all relevant documents and correspondence will be stored in the student's cumulative folder.

Phase two would begin between six and twelve months from the date of the superintendent's notification to the principal, parent, guardian, and/or student. The principal would review the Re-identification Process decision to make sure that the student's academic progress would not be adversely affected by the determination. After consulting with the CSE, parent/guardian, and the student, the principal would provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the decision within the six to twelve month period if she believes that the student may have been adversely affected by the determination. In the event of a reverse decision, she would consult with the superintendent or his/her designee and send a written notification of the final decision to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

Instructional materials that are currently being used by teachers of ELL-SWDS include Level Literacy Intervention by Fountas and Pinnell (LLI), and a technology program called Success Maker. Strategies used emphasize content vocabulary and academic language. Both programs accommodate all grades and ages and are aligned with content-area subjects including social studies, science, and math. Language acquisition is accelerated through this content alignment. All subgroups benefit from these programs since they span the full range of language acquisition stages (entering through commanding).

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?

ELL students identified as having IEPs are placed in ICT classrooms which provide individualized supports to help students achieve their IEP goals and attain English proficiency within the least restrictive environment. ELL-SWDs are served as per IEP.

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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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 or INTEGRATED ENL/Content Area (90 min.)	5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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

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

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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 per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 or INTEGRATED ENL in Content Area (180 min.)	5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		5 unit of study per week of INTEGRATED ENL in ELA/Content Area, or other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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

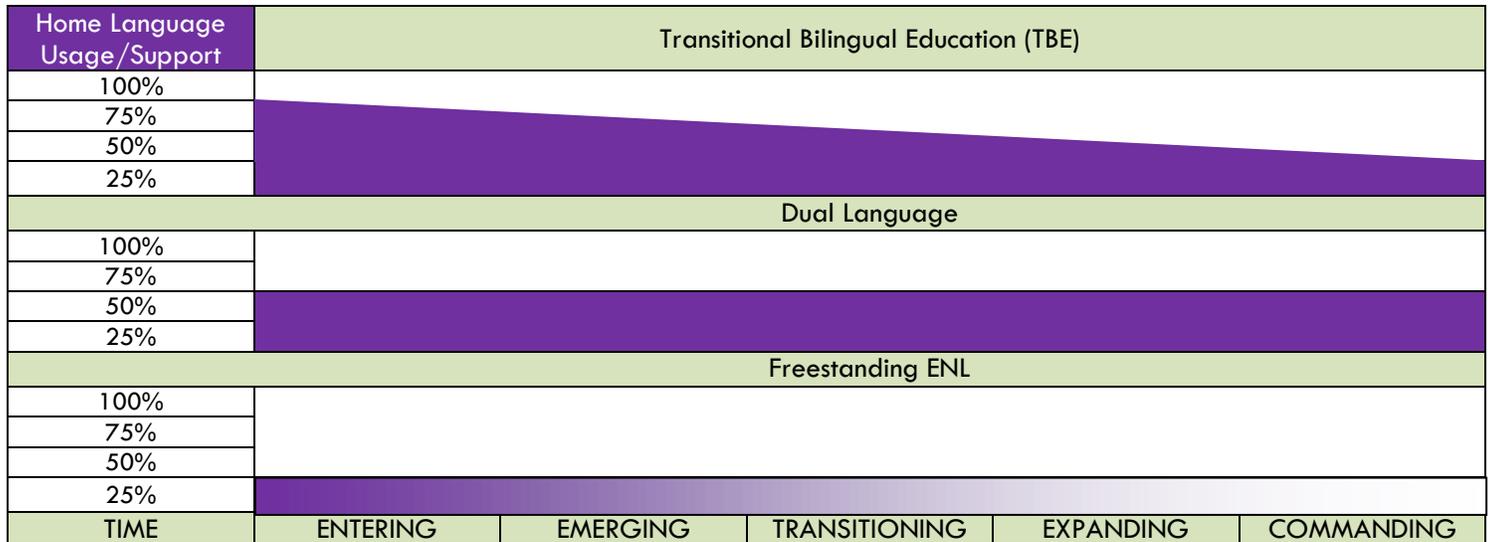
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*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted interventions for ELA are Leveled Literacy Intervention (LLI), Foundations, and push-in and pull-out small group instruction is provided by our literacy coaches. For math, targeted interventions include push-in and pull-out small group instruction provided by our math coach. In regards to social studies, students are provided with a hands-on, differentiated social studies program from the New York Historical Society as well as push-in small group instruction from the ENL team. The science teacher and ENL team collaborate in planning and teaching to provide targeted interventions for science. Science is taught through a hands-on approach using visuals and TPR to provide additional support. Use of the native language in intervention programs is supported through the implementation of word-to-word dictionaries, itranslate, and content materials in native language. ELLs are placed with Spanish-speaking teachers and, where needed, are paired with students who can support them in their native language. For all of these programs, students are assessed on an ongoing basis and receive formative and summative assessments to track their progress throughout the academic year. Data from these assessments are used to inform instruction and create small groups for interventions.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. At the beginning of the academic year, the ENL team provides a PD for all teachers where they are made aware of how to interpret current and former ELLs' data: levels, modality breakdowns, and instructional responses for supporting students at all language acquisition levels. Our overall performance in both the State Math and ELA assessments demonstrates substantial progress has been made with a 42% increase and we missed the closing achievement proficient score by 2 percentage points. Our school has made good progress as noted in our School Quality Snapshot, which demonstrates that the revised curriculum and school structures have had an impact on the effectiveness of our school program.
12. What new programs or improvements will be considered for the upcoming school year? We will train a Reading Recovery Specialist to our school's table of organization as well as include the Spaulding methodology program into our Early Grade Curriculum.
13. What programs/services for ELLs will be discontinued and why? N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs with IEPs are given the same access to all the programs offered in the building. The ELLs are given enrichment and remedial classes for the after school programming provided by the ESL teacher and Math Coach. Students receive multi-sensory approach to

social studies through cooking classes and other multi modal supports. The students also engage in Success Maker small group support as well as extra support for multi-step math problems. Our ELLs are also invited to our Saturday programming.

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.
Content area instructional materials include Smart Boards, Promethean Boards, iPads, and visual support for all vocabulary. For newcomers, we have content area textbooks with Spanish translations when needed. We have also partnered with the New York Historical Society, which brings primary sources such as documents and artifacts to support the Social Studies Units. For Science, the Full Option Science System (FOSS) provides ELLs with various opportunities to develop their language through active investigations, engaging discussions and written reflections on their observations and experiences, and meaningful concrete experiences that provide a shared context for developing comprehension. We have a program called Success Maker which allows students to work in content areas at their learning levels across the grades. We also use Khan Academy for math which corresponds to student levels across the grades.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Since we do not have a dual language program or transitional bilingual education program, we do not provide home language support for these programs. However, ENL home language support is delivered to students in the following ways: grouping ELL students with a Spanish-speaking teacher; providing students with word-to-word dictionaries; iTranslate on the iPad; emphasizing content and academic vocabulary development; translating key vocabulary; and using visuals to support language development. Home language support coincides with students' English proficiency level (emerging, entering, transitioning, expanding, and commanding) so that emerging students begin with the most language support which decreases as their English proficiency increases.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students are supported in their language development in each grade using strategies and methods appropriate for their language acquisition level, age, and grade. The programs and services we use to provide support to ELLs are Foundations, LLI, Kahn Academy, and Success Maker. Through these programs, students are able to work at individualized paces that correspond to their ages and grade levels. For SWDs, these services are modified according to students' IEPs.
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).
The parent coordinator speaks with all parents and provides an overview of our school's offerings, activities and upcoming events. Parents are also invited to our Ramapo Trainings, which is a parent support group.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our school has scheduled weekly professional development opportunities for all teachers on Monday and Tuesday (alternate with parent engagement). The ENL team has scheduled two PDs on ENL on October 19 and October 26 for the entire staff, including: assistant principals, common branch teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, secretaries, and parent coordinators. The PD is provided by the ENL team (ESL teachers) who attends outside PD opportunities throughout the year. The PDs will cover this year's changes in ENL policies, characteristics of language acquisition stages, as well as corresponding strategies. Literacy workshops are provided by ENL specialists from Columbia's Teacher's College on a weekly basis.
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?

There are monthly PDs for all common branch teachers by ESL specialists from TCRWP. We also include a 6 week cycle on best teaching practices that aligns to the Danielson Framework. We have also partnered with Heidi Hayes who provides monthly professional development workshops on providing modifications and differentiation using UDL in our monthly units.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Classroom teachers, the parent coordinator, guidance counselors and administration work closely with our ELLs as they transition to middle school. Students have an opportunity to visit Middle Schools that have dual language programs. PS 277 also invites Middle Schools to our assemblies so that students make choices where they are informed about the respective schools' programming. Moreover, parents are given an in-depth workshop on the various programs within the Middle Schools in our district and specialized schools.
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.

Our school meets the professional development requirements through monthly training for our classroom teachers by ENL specialists from TCRWP. 50% of total hours for our ENL teacher are directly related to language acquisition. A sign-in sheet, agenda, and feedback from teachers is kept for each PD in the main 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?
During weekly parent engagement time, parents are invited to meet and discuss ELL goals with the classroom teachers and the ENL teacher. All documents distributed are translated to Spanish as well as on our school's website.
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 are kept in the ELL binder and documented accordingly to the meetings, dates, times and agendas. Our parent coordinator speaks Spanish and accommodates parents accordingly to their needs. They often reach out to her with concerns and questions wherein she channels their specific concerns to the appropriate personnel. The parent coordinator is visible and always available to parents during arrival and dismissal times.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
The overall school parental engagement has increased tremendously, with the greatest numbers of parents attending our school events being the ELLs parents. Our Parenting Class Series are provided in Spanish and have a large following of parents. All of our Family Nights (both Math and Literacy) are supported by the Spanish Speaking Teachers. Moreover, all parent engagement Tuesdays have a homework help component that is offered in Spanish for parents that want greater support in helping their child with academics. The principal (who is bilingual) also holds a Café Con Libros workshop for parents every other month. Family Friday is also another access point for parents to have greater opportunities to engage in the school. The ELL teachers on each grade level speak Spanish and teachers are able to address to the parents in Spanish.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We parent with Ramapo, Wediko, and Change for Kids who all provide workshops to our parents and make a concerted effort for their work to be translated.
5. How do you evaluate the needs of the parents?
At the beginning of the school year, administration and teachers provide parents and students with formal and informal surveys to evaluate the needs of the parents. Specifically, parents fill out a Home Language Preference form and the Home Language Questionnaire. The parent coordinator plays a large role in evaluating the needs of the parents as a liaison for parents, students, teachers, and administration. She sends out monthly calendars and newsletters in the parents' home language, provides translations for parent correspondence, and constantly makes herself available and reaches out to parents. Translation is always available when our school hosts parent engagement activities which allow the administration, teachers and the parent coordinator to consistently meet with parents. The school culture has an open door policy, where parents feel engaged and safe to share. Also, because we have made a concerted effort to hire Spanish-speaking teachers per grade level communication across the school and Spanish-speaking population has improved tremendously.
6. How do your parental involvement activities address the needs of the parents? The parent involvement activities that are currently in place have come from suggestions that have been provided through the different groups of parents in our school. In the last three years, parents feel safe to share their needs and wants for their own learning. For example, "Homework Help" came from parents request to learn the new way we teach math. The Ramapo Parent Series has remained as a result of the parents demand for its continuance. Additionally, other classes such as Cook Shop came from parents request to continue the healthy cooking classes.

Parents feel safe to request and share their thoughts and provide feedback through the many forums and structures that have been established at PS 277.

As stated in the previous question, the parent coordinator plays a large role in evaluating the needs of the parents as a liaison for parents, students, teachers, and administration. She sends out monthly calendars and newsletters in the parents' home language, provides translations for parent correspondence, and constantly makes herself available and reaches out to parents. Our bilingual principal, teachers, parent coordinator, and parents all contribute to the translation services available. Additionally, we request translation services from the DOE if needed.

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.

Part VI: LAP Assurances

School Name: <u>P.S. 277 Dr. Evelina Lopez Antonetty Children's Literacy Center</u>		School DBN: <u>07 X 277</u>	
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)
Lila Jorge	Principal		
Adele Cammarata	Assistant Principal		
Yvette Mejia	Assistant Principal		
Jeannette Vega	Parent Coordinator		
Nancy Shnider	ENL/Bilingual Teacher		
Jasmine Byrd	ENL/Bilingual Teacher		
Ganeal Chacon	Parent		
Shirley Villacis	Teacher/Technology		
Karen Denker	Teacher/Library		
Grisselle Fortuna	Math Coach		
Nancy O'Malley	Literacy Coach		
Carmen Almodovar	School Counselor		
Elisa Alvarez	Superintendent		
	Borough Field Support Center Staff Member		
	Other		

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All written communication that is sent home for parents is translated into Spanish. A Welcome letter is sent home in both English and Spanish and informs parents of their right to translation and interpretation. Other documents sent home in both languages include: annual handbooks, newsletters, calendars, after-school program information, monthly newsletters, reports, and flyers. The school website also provides translations to a variety of languages.

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

In addition to the parent-teacher conferences held quarterly when report cards are distributed, we have a curriculum night once a year, Family Friday on the first Friday of the month, ELL Parent Orientation at the beginning of the year and translation services as needed. We also hold many parent workshops with Spanish translation provided. There are periodic calls home by attendance teachers and counselors and translation is provided by in-house staff. We also have one Spanish speaking teacher on each grade level and provide translations for grade level communication and meetings.

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.

To ensure that the parents are provided with appropriate and timely information in their preferred language, all written communication is translated by either staff, parent/community volunteers, or by the NYCDOE Translation and Interpretation Unit, if needed. For documents to parents we have over 30 staff members who speak Spanish and can translate. We keep a list of staff members who speak a language other than English in the ELL Compliance Binder. 30 staff members speak Spanish, 1 Italian, 1 Twi, Ga and one Hebrew.

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

Oral interpretation is provided for our parents by school staff and/or parent/community volunteers. Our interpretation services are provided in-house by our bilingual staff including: teachers, administrators, office staff, school aids and paraprofessionals. If we do not have a translator for the preferred language we will contact the DOE Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

We provide in-house training for our staff regarding language access. Notification of parents' rights regarding translation services is made known to the staff at our initial staff meetings in September and to the parents in a September welcome letter. We ensure that all staff members are aware of the parent's language preference form in student cumulative folders. We ensure that all staff members are aware of the parent's language preference form through staff meetings, PDs and the faculty handbook.

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

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

As per: notification requirements, all communications sent home are translated into Spanish. We display a multilingual sign at the entrance to the school and in the main office. Information regarding policies and services are translated into Spanish or by the DOE Translation and Interpretation Unit if needed. Parents are provided the Parents Bill of Rights which is translated into Spanish.

Part F: Monitoring and Quality Control

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

Our parent coordinator informally gathers feedback from parents with regard to quality and availability of services through parent orientation meetings for parents of ELLs. Parents complete a language preference form and the coordinator reviews the forms in the office, teachers and support staff. The ENL team reviews the surveys and language preference forms.