



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

12X300

School Name:

THE SCHOOL OF SCIENCE AND APPLIED LEARNING

Principal:

VENESSA SINGLETON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Venessa Singleton School Number (DBN): 12X300
Pre-K through Grade 5
Grades Served: _____
School Address: 2050 Prospect Avenue
(718) 584-6310 (718) 220-1370
Phone Number: _____ Fax: _____
School Contact Person: Venessa Singleton Email Address: Vsingle2@schools.nyc.gov
Principal: Venessa Singleton
Keriann Martin
UFT Chapter Leader: _____
Parent Association President: Evelyn Bynum
Parents' Association President: Venessa Singleton
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Evelyn Bynum
Student Representative(s): _____

District Information

District: 12 Superintendent: Raefela Espinal Pacheco
1970 West Farms Avenue
Superintendent's Office Address: _____
REspina@schools.nyc.gov
Superintendent's Email Address: _____
(718) 328-2310 (718) 542-7736
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue Bronx, New York 10462
Director's Office Address: _____
JRuiz@schools.nyc.gov
Director's Email Address: _____

Phone Number: (718) 828-2000 Fax: (718) 828-3700

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)
Venessa Singleton	*Principal or Designee	
Keriann Martin	*UFT Chapter Leader or Designee	
Evelyn Bynum	*PA/PTA President or Designated Co-President	
Jean Marie Blair	DC 37 Representative (staff), if applicable	
Evelyn Bynum	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>	
Roshan Hampton	CBO Representative, if applicable	
Michael Plater	Member/ PTA	
Tamika Lee	Member/ PTA	
Natasha Polo	Member/ PTA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Gilbride	Member/ UFT Designee	
Olga Fotinis	Member/ UFT	
Barbara Mason	Member/ UFT	
Danielle Smith	Member/ CSA Representative	
	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.

Community School 300 is a community of lifelong learners. We feel safe, confident, and loved in our school. This statement is not only our belief but our mission. Our school promotes an atmosphere of high expectations, collaboration and togetherness. Our explicit communication system enables parents to know about the Common Core Learning Standards and the strategies needed to help our students gain success. We host a variety of parent engagement activities throughout the school year ranging from our weekly Parent Book Club / Parent Support Group, Learning Leaders, monthly PTA meetings, Family Literacy / Multicultural Day, movie night, family game night and Father/ Daughter Dance. Partnerships with families to support student's academic progress toward college and career readiness are impacted through our relationships with the Bronx Botanical Gardens, Good Shepherd Services, Sports and Arts in School Foundation, The Trust for Public Land and Centraruddy Architecture firm.

The elements of the Framework for Great Schools in which we made the most progress are Supportive Environment: Our school community establishes a culture where students feel safe, supported, and are challenged by their teachers and peers. Our school environment is not only supportive, but a collaborative environment for both students and staff.

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.	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. 		
<ul style="list-style-type: none"> School leaders and coaches observe teachers and provide high leverage feedback via the Teacher Effectiveness rating system to ensure that the curriculum is rigorous, coherent, and appropriately aligned to the Common Core Learning Standards. The Curriculum Planning Team and Teacher teams meet to refine our curriculum across grade levels to ensure instruction is differentiated, rigorous and appropriately aligned to the Common Core Learning Standards. Also, School Leaders and coaches will meet to analyze and refine Fountas and Pinnell reading data, Go Mathematics assessment results, writing (Beginning Of Year, Middle Of Year and End Of Year) benchmark results. Common planning, grade meetings, vertical grade leader meetings, vertical special education meetings take place to ensure that the curriculum includes activities and questions that help develop higher order thinking and build deep conceptual understanding and knowledge around specific content. Weekly professional development sessions address best practices, improvement in questioning and discussion areas and using assessment throughout daily lessons and units of study. 		

- Support is offered to students in the forms of Saturday Academy, Afterschool Academy, and Sports in the Morning, NYSESLAT preparation.
- All classes have a Smart board and have 100 minutes scheduled technology time (I-pads and laptops).
- Class, grade, and individual data is collected and discussed to help drive instruction.

Part 2 – Annual Goal

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

By June 2016, 70% of the staff will have shown improvement in at least two levels in (3b) using questioning and discussion techniques and (3d), using assessment in the classroom according to the Danielson Framework for the 2015-2016 school year as measured by the Advance system.

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>Instructional programs: Benchmark Literacy and writing program, Go Math, I-Ready and My On</p>	<p>Grades Pre-K through 5</p>	<p>September 2015 until June 2016</p>	<p>School Leaders, coaches and consultants</p>
<p>Monthly professional development sessions focused on looking at student work samples;</p>	<p>Grades Pre-K through 5</p>	<p>September 2015 until June 2016</p>	<p>School Leaders, coaches and consultants</p>

aligning curriculum and instruction to student work products and student achievement. Enhancing professional growth opportunities for teachers and the NTC Mentor program. Also, to provide teachers with customized professional growth opportunities and plans for support throughout the school year. RTI meetings offered to support and the sharing of best practices to improve student achievement.			
Our School Events Team will meet to decide and plan school events for students and their families.	Parents and community stakeholders	September 2015 until June 2016	School staff and parents
Our school community works together to refine our school's mission and vision.	Grades Pre-K through 5	September 2015 until June 2016	School Leaders, coaches and teachers

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.											
Time, flexible scheduling, professional development, software, smart boards, ELA and mathematics instructional materials, summative and formative assessment.											
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	X	Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, there will be a 30% increase in ELLs scoring a level 3 and 4 as measured by our January assessment results.											
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>-School Leaders and coaches frequently observe teachers and provide timely feedback to ensure that the curriculum is rigorous, coherent and appropriately aligned to the Common Core Learning Standards.</p> <p>-The Curriculum Planning Team designs and adjusts the curriculum across the grade levels to ensure that the curriculum is properly aligned to the Common Core Learning Standards.</p> <p>-Common Planning, grade team meetings, vertical grade leader meetings, vertical special education meetings take place to ensure that the curriculum includes activities and questions that help develop higher order thinking and build deep conceptual understanding and knowledge around specific content.</p> <p>-Weekly professional development sessions address best practices, improvement in questioning and discussion areas and using assessment throughout daily lessons and units of study.</p> <p>-Support is offered to students in the form of Saturday Academy, Afternoon Academy, Sports in the Morning Program, NYSESLAT preparation.</p> <p>-All classes have a smart board and have 100 minutes scheduled technology time (I-Pads and laptops).</p>		

A Variety of data sources we use are as follows:

- Beginning of Year /Middle of Year/ End of Year- Writing
- Beginning of Year/Middle of Year/End of Year- Math (Go Math)
- Beginning of Year/Middle of Year/End of Year- Reading (Fountas and Pinnell)
- Beginning of Year/Middle of Year/End of Year- I-Ready Periodic Assessment

Part 2 – Annual Goal

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

By June 2016, teacher effectiveness ratings will improve by 30% in each component area from effective to highly effective. This improvement will be measures based on the increased number of level 3 and 4 performance of students in both ELA and mathematics as measured by the 2016 New York State standardized assessments.

Part 3 – Action Plan

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.

Time, flexible scheduling, professional development, software, smart boards, ELA and mathematics instructional materials, summative and formative assessment.

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

Part 5 – Progress Monitoring

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

As a school community we are progress monitoring our success during our monthly School Leadership Team meetings.

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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</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 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).	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 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>• School leaders and coaches frequently observe teachers and provide timely feedback to ensure that the curriculum is rigorous, coherent, and appropriately aligned to the Common Core Learning Standards.</p> <p>• The Curriculum Planning Team designs and adjusts the curriculum across the grade levels to ensure that they are properly aligned to the Common Core Learning Standards.</p> <p>• Common planning, grade meetings, vertical grade leader meetings, vertical special education meetings take place to ensure that the curriculum includes activities and questions that help develop higher order thinking and build deep conceptual understanding and knowledge around specific content.</p> <p>• Weekly professional development sessions address best practices, improvement in questioning and discussion areas and using assessment throughout daily lessons and units of study.</p> <p>• Support is offered to students in the forms of Saturday Academy, Afterschool Academy, and Sports in the Morning, NYSESLAT preparation.</p> <p>• All classes have a Smart board and have 100 minutes scheduled technology time (I-pads and laptops).</p> <p>A Variety of data sources we use are as follows:</p>		

- Beginning of Year/Middle of Year/End of Year – Writing
- Beginning of Year/Middle of Year/End of Year –Math (Go Math)
- Beginning of Year/Middle of Year/End of Year -Reading (F&P)
- Beginning of Year/Middle of Year/End of Year – I-Ready – Periodic Assessments

Part 2 – Annual Goal

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

By June 2016, teacher effectiveness ratings will improve by 30% in each component area from effective to highly effective. This improvement will be measured by the increased number of level 3 and 4 performance of students in both ELA and mathematics. as measured by the 2016 New York State standardized assessments.

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>Instructional programs: Benchmark Literacy and writing program, Go Math, I-Ready and My On</p>	<p>Pre-K through Grade 5</p>	<p>September 2015 until June 2016</p>	<p>School Leaders, coaches, support staff and consultants</p>
<p>Monthly professional development sessions focused on looking at student work samples; aligning curriculum and instruction to student work products and student achievement.</p>	<p>Pre-K through Grade 5</p>	<p>September 2015 until June 2016</p>	<p>School Leaders, coaches, support staff and consultants</p>
<p>Enhancing professional growth opportunities for teachers. Also, to provide teachers with customized</p>			

professional growth opportunities and plans for support throughout the school year.			
RTI meetings offered to support and the sharing of best practices to improve student achievement.			
Our School Events Team will meet to decide and plan school events for students and their families.	Pre-K through Grade 5	September 2015 until June 2016	School Leader, coaches, support staff and consultants
Our School Events Team will meet to decide and plan school events for students and their families.	Pre-K through Grade 5	September 2015 until June 2016	School Leader, coaches, support staff and consultants

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.											
Tax Levy, Title I School wide projects, Title I TA, P/F Set aside funds, and Title III Plans. Personnel involved are school leaders, Parent Coordinator, school staff, parents, and PTA.											
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	X	Title I TA	X	P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
School leaders will monthly progress monitor with grade teams, coaches, NTC mentor, support staff, and related services staff using data collected from reading, writing, and mathematics assessments.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our school community promotes an atmosphere of high expectations, family engagement and collaborative partnerships that not only supports but sustains social emotional development of our students and their families. We have a variety of family engagement activities throughout the school year ranging from movie night, attendance dinners, multicultural / family literacy day, supermarket bingo, parenting classes, parent book club and Zumba night events. We also have collaborative partnerships with two Community Based Organizations; Good Shepherd Services and Sports in Arts in School Foundation. These two organizations support our students instructional needs during the after school hours.</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, our Parent Coordinator, Guidance Counselor, and School Social Worker will conduct a series of family engagement activities and workshops focused on academic, social and emotional and parental skills for parents. This will result in a 5% increase in ELA and mathematics scores for students and a 20% increase in family engagement activities.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
To increase parental involvement by 15% during the 2015-2016 school year.	Grades Pre-K through 5	September 2015 until June 2016	School Leaders, SLT, PTA and staff
Tier leveled intervention, informal assessments, and review student data results.	Grades Pre-K through 5	September 2015 until June 2016	School Leaders, SLT, PTA and staff
School-wide celebrations, school-wide events, curriculum nights, and opportunities to visit classrooms and see samples of student work	Grades Pre-K through 5	September 2015 until June 2016	School Leaders, SLT, PTA and staff
Events planning committee, PTA, and SLT meetings	Grades Pre-K through 5	September 2015 until June 2016	School Leaders, SLT, PTA and staff

Part 4 – Budget and Resource Alignment

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

Tax Levy, Title I School wide Projects and Title III plans. Personnel involved are School Leaders, Parent Coordinator, PTA and coaches.

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

School Leaders will progress monitor success toward this goal by analyzing student data results and parent survey results throughout the school 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 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.	HE
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.	HE
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.	HE
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.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our school community creates an Highly Effective atmosphere for both students, staff and families. As a school community we work with in partnership with our families to provides activities and engagement opportunities for all.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Throughout the 2015-2016 school year, teachers will receive professional development on summative assessments to evaluate understanding and drive instruction during daily lessons. The impact being an improvement in student engagement and academic rigor. This will result in a 4% increase on the New York State ELA and Math exams.</p>

PPart 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Providing resources, consultants, community outreach: education, health, technology and parenting classes	C.S. 300 Families	Sept. 2015 until June 2016	School Leaders, School Leadership Team, PTA and staff
PTA meetings, workshops, school wide celebrations CEC meetings and events	C.S. 300 Families	Sept. 2015 until June 2016	School Leaders School Leadership Team, PTA and staff
Provide workshops in various languages for families during the school day and working in collaboration with CBO partners: Good Shepherd Services.	C.S. 300 Families	Sept.2015 until June 2016	School Leaders, School Leadership Team, PTA and staff
Provide opportunities for families through cultural experiences in our community, museums, and institutions.	C.S. 300 Families	Sept. 2015 until June 2016	School Leaders, School Leadership Team, PTA and staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-School Leaders -Tax Levy Funds -Title I Funding											
--NTC Mentor - School Wide Projects - Coaches and related services providers											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

Throughout the 2015-2016 school year, school leaders will progress monitor monthly with grade teams, coach, NTC Mentor, support staff, and related services staff using data collected from reading, writing, and mathematics assessments.

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 June, 2016 our ELT Programs: Good Shepherd Services and Sports and Arts in School Foundation will provide after school academic services for students in grades K through 5. These opportunities will increase student performance in both ELA and mathematics by two academic levels.

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.				
Our two ELT programs encourage participation of students by actively engaging parents during PTA activities, parent workshops and active recruitment throughout the school community.				

Part 3 – ELT Program Description

The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible 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.

Part 4 – ELT Program Implementation and Oversight

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

<ol style="list-style-type: none"> 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.
Our ELT programs will offer a wide variety of services for students and families in reading, mathematics, writing, art, dance music and technology.
Part 4b. Timeline for implementation and completion, including start and end dates.
September 2015 until June 2016

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.											
After school staff, Kidz Literacy Program, drama, dance, and music instructors.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program. <i>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.</i>											
X	21 st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		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.											
ELT programs will provide beginning of the year and end of the year data results of students academic performance toward goals.											
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)	Benchmark Literacy Program, Fountas and Pinnell benchmark results, formative assessments	I-ready, My On, Sports In the Morning and Saturday Academy	Small group instruction and one to one tutoring	Regular school day also before and after school
Mathematics	Go Math, I-Ready and Reflex Math	I-ready, My On Sports In the Morning and Saturday Academy	Small group instruction	Regular school day and also before and after school
Science	Fountas and Pinnell benchmark results, Benchmark Literacy program, also formative assessments	I-Ready, My On, Sports in the Morning and Saturday Academy	Small group instruction	Regular school day and also before and after school
Social Studies	Scope and Sequence units, Fountas and Pinnell result, Benchmark Literacy program also formative assessments	I-Ready, My On, Sports in the Morning and Saturday Academy	Small group instruction	Regular school day and also before and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI Team, SAT Team and Attendance Team	I-Ready, My On, Sports in the Morning and Saturday Academy	Small group instruction	Regular school day and also before and after school

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.

The strategies used to recruit and retain teacher are; on going collaboration with colleges and universities: Fordham University and Hunter College. Visiting recruitment fairs and providing student teaching opportunities for student teachers.

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).

Providing Professional Growth Opportunities plans which enables our school community to build teacher capacity in the areas of curriculum and instruction, school administration and supervision and facilitating professional development activities.

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.).

The transition plan used to assist preschool students from early childhood programs into our community school model is aligned to the work sampling instructional program. Benchmark Literacy Program, Go Mathematics and Fountas Pinnell reading. Also, families are provided with resources and workshops through our Parent Coordinator and PTA.

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.

The decision making process used by teachers in the selection of appropriate assessment measures are grade team / vertical teacher team meetings.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	676,890.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	180,515.00		
Title III, Part A	Federal	11,664.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,485,097.00		

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Community School 300, 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. **Community School 300** 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>Community School 300</u>	DBN: <u>12X300</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>96</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>3</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: _____ The direct instruction supplemental ELL Program's rationale is that ELL and students in the K-5 grades need to acquire content area knowledge in science, social studies and non-fiction texts to prepare NYSELAT and NYS ELA. We will provide technology support for our students through a software program: Imagine Learning. Imagine Learning serves to teach students english through the usage IPADS and computer lap tops. Our ESL teacher will provide instruction to ELLs in K, 1st, and 2nd grade that scored below proficient on the NYSELAT, in ELL afterschool program in the Spring Wednesdays and Thursdays from 2:45-4:30 pm. The focus will be on improvement of all four language acquisition modalities. In addition, we will also service students in the 3rd, 4th, and 5th grades who have scored 3 or below on the NYS ELA in our Saturday Academy. The Saturday Academy will service students on Saturdays from 9 am -1pm. The Saturday Academy's focus will be writing, vocabulary development, reading comprehension, and problem solving strategies._____

Materials: NYSELAT Prep Books, I-Ready, and content area text: notebooks, folders, charts etc._____

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: _____ Our ESL Coordinator and Literacy and Math coaches will facilitate professional development sessions for our Title III Program. Title III Program Teachers will participate in professional development training using NYSELAT, NYS ELA and NYS Math test results to inform instruction, vocabulary Instruction, and to build academic language across subject areas, as well as differentiation of instruction for mathematics, reading and writing for ELLs students. Our ELL Team that will analyze and design the following and focus on the specific needs of ELLS: analyzing NYSELAT data to identify individual student needs, Identifying ELL students who are not meeting the standards in ELA / Math or both, itemizing skills that need to be addressed and designing differentiated lessons that focus on these skills. Also, analyzing data and sharing instructional best practices to staff during professional development sessions and during common planning meetings._____

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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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: _____ Parents are invited to quarterly meetings with our Bilingual and ESL teachers to discuss how they can help their children with homework, to discuss the academic success of their child and the importance of advanced preparation for the NYSESLAT, NYS ELA and NYS Math assessments. Also, our Parent Coordinator and ESL teacher will provide parents with on-going professional development activities through our technology based program Imagine Learning. Imagine Learning is a technology based program designed for English Language Learners, that supports both students and parents with english acquisition. Through Imagine Learning, we will provide parents usage of smart board technology and IPADS to learn english and engage in activities for parents to help students at home. We will conduct outreach to support parents and provide information regarding upcoming events, assessments and to address any parental concerns. Our school notifies parents via telephone and through correspondences and the Parent wikispace on line community regarding programs being offered at school. These workshops occur twice month and include NYSESLAT, NYS ELA/Math assessment, afterschool programs, promotion policy, helping your child with reading/math, housing clinics and health clinics. _____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$ _____	_____
TOTAL	\$11,200	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 300
School Name Community School 300		

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 Venessa Singleton	Assistant Principal Danielle Smith
Coach Olga Fotinis	Coach Maria Hernandez
ENL (English as a New Language)/Bilingual Teacher Iris Rodriguez - Grade 1	School Counselor Tawana Dimanche
Teacher/Subject Area Myriam Miller- Grade 2	Parent Roshan Hampton
Teacher/Subject Area Denise Tarrats - Kindergarten	Parent Coordinator Jean Marie Blair
Related-Service Provider Liz Harrington	Borough Field Support Center Staff Member type here
Superintendent Rafaela Espinal	Other (Name and Title) Jorge Estrella - D. Superinten

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	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	595	Total number of ELLs	85	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								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	85	Newcomers (ELLs receiving service 0-3 years)	72	ELL Students with Disabilities	14
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	0

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

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

Number of ELLs who have an alternate placement paraprofessional: 7

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	13	19	5	8	8								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1	1									0
Haitian														0
French					1	1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1				2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The assessment tool used to assess the early literacy skills of our ELLs is Fountas and Pinnell. Over 40 % of students in grades K through 2 continue to meet the EOY benchmark from Fountas and Pinnell. The insight our data provides us information regarding our ELLs who made gains from the BOY results to MOY. Also, teachers use BOY and MOY results to improve the instruction for students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data reveals that NYSITELL scores were evenly matched across proficiency levels with students receiving scores of Beginner/Entering, Intermediate/Transitioning, Advanced/Expanding, or Proficient/Commanding on the NYSITELL. The data reveals that most ELLs score at the Proficient(P) Level on one or more parts of the NYSESLAT; since students score at the B/E (17%), I/T (24%), A/E (20%) E/ (29%), I P (10%) level on one or more parts and are not scoring Proficient on all parts of the assessment, this results in them receiving a score of B/E, I/T, A/E or P as the over all score. The patterns across the NYSITEL and NYSESLAT data reveal that across proficiency levels ELLs is that they require additional vocabulary development and intensive building of background knowledge across science and social studies non fiction areas, reading strategies for non-fiction texts and intensive yet differentiated instruction of writing strategies and critical thinking skills for ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
In addition, the data patterns across th NYSITELL and NYSESLAT are used to inform data driven instruction by teachers. Despite the fact that data specific to each modality was not provided on the RNMR reports, we use the overall score in conjunction with students F&P assessments at the beginning, middle and end of year to choose inquiry groups and to provide remediation services by differentiation of instruction for each individual ELL. In addition, these scores are used by the school staff to plan Saturday Academy and Afternoon Academy programs to facilitate ELL students' achievement in the areas in need of most of improvement .
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - . a. As per analysis and assessment of the NYSESLAT, students score better on the L/S then on the R/W parts of the exam.
- 4b. The school leadership team and its teachers use the ELL Period Assessment to tailor the Common Core Learning Standard aligned Ready Gen ELA curriculum to the needs of the students and provides a premise for professional development for general education and ESL teachers. In addition, using the GO Math! mathematics curriculum we provide bilingual spanish/english math text books, standard practice books and math bulletin boards. Teachers use this data to provide targeted instruction during the school in AIS and afterschool programs.
- 4c. The school administrators and teaching staff have assessed that ELLs have intense needs around phonics instruction, phonemic awareness, reading comprehension, and writing skills. Native Language program is used in the programs mentioned above by having students read and practice skills in their native language and then the instruction is interpreted in English.
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](#).]
5. Our ELL students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodic assessments. Our school uses this model for ELLs to determine whether students are benefiting from an instructional program within a reasonable time. Also, to build more effective instructional programs for students who are in need of more intensive services / instruction. In addition, we designed effective individualized instructional programs for both ELLs who receive general education and special education services using the RTI model. Our school uses Fountas and Pinnell as a baseline assessment for RTI and based on this data instruction is differentiated for students.
6. How do you make sure that a student's new language development is considered in instructional decisions?
When a student enters a NYC public school for the first time, a Home Language Identification Survey (HLIS) and the parent/ child interview is completed in English and the Home Language. In addition, a child's educational history is used as part of the interview / screening process. Students are given vocabulary instruction, skills to improve comprehension, fluency, writing and specific goals and targets to improve language acquisitions skills.
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?
- This information is not applicable to our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The school evaluates the success of the ELL program by the students' outcomes of the Fountas and Pinnell data in reading and writing. Chapter unit assessments in both mathematics and English Language Arts and the improvement of scores on the following exams NYSITELL, annual NYS ELA and math assessments and Fountas and Pinnell results in reading and writing. We examine the data results of ELL students based upon the NYSITELL results for each grade level: 30 % of kindergarten ELLs performed on the intermediate level, 40 % of 1st grade ELL's performed at intermediate level, 20 % of second grade ELLs are performing at the beginner level, 40 % of third grade students performed at the intermediate level and 40 % of fifth grade ELLs performed at the intermediate level.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 1. The steps for ELL student identification is as follows: Within the first 10 day of the school year or within the first 10 days of a child's registration for school, the parent is provided with a Home Language Identification Survey (HLIS) which is administered by an ESL pedagogue. If the HLIS indicates that a student uses a language other than English, the parent and the child (ren) are interviewed in English and if they speak Spanish or French, in their native language. We solicit and hire a translator from the Translation and Interpretation Unit/ or another government translation agency if necessary. b. The HLIS and accompanying interviews are done by Ms. Hernandez, ESL Coordinator, Ms. Ragogue, ESL Teacher and Ms. Skerritt, IEP Coordinator. We determined from the interview whether the student is spanish dominant. If it is determined that the child is a possible ELL as deemed by the interviews, then the child is administered an english proficiency test called the NYSITELL Testing. In the spring, we administer the NYSESLAT to all English

Language Learners in grades K–5 regardless of physical location of the student, classification as disabled, or number of years of service.

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).
SIFE students are assessed in both literacy and mathematics through student work samples: in Benchmark Literacy and Go Math curriculum upon entering our school to determine SIFE status.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Our team consisting of Ms. Hernandez, ESL Coordinator, Ms. Ragogue, ESL Teacher and Ms. Skerritt, IEP Coordinator reviews the IEP of students and meets to determine the ELL services needed for each student once ELL testing is completed.
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.
In September, our Pupil Accounting Secretary, ESL teacher and Parent Coordinator work together as an our registration team to review new admittance into our school on a daily basis to ensure that entitlement and non-entitlement letters are issued to families within five school days. Parents then attend an orientation meeting and are provided information about our various program for ELLs.
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).
In September, our Pupil Accounting Secretary, ESL teacher and Parent Coordinator conduct a parent orientation session for families which details information about our school, curriculum and instruction and ESL /ELL programs offered at our school. In addition, at this meeting, parents are given specific information regarding their rights to appeal ELL status within 45 days of enrollment into our school.
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.
The current structures in place for families are the support of our Parent Coordinator, ESL teacher and ESL Coordinantor. Also, families are provided with information about our school, curriculum and instruction and ESL /ELL programs offered at our school. In addition, at this meeting, parents are given specific information regarding their rights to appeal ELL status within 45 days of enrollment into our school.
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.
In the Entitlement letter, the parents are invited to the Parent Orientation session within ten days of their child's admission to the school. During Parent Orientation session, the parents view a video about ESL education ESL services and curriculum oprovided by the school. The orientation sessions are provided in a parent's native language. Also, parents are then provided with the Parent Survey and Selection forms to be completed at the time of the meeting. If the parent chooses to fill it out at home, the ELL teacher provides a due date for the form to be returned. After the date has passed, the ELL teacher calls the home to remind the parents that the form needs to be returned by a specific date. The ELL teacher, continues to outreach to families about our ESL programs throughout the school year in their native language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
After the date has passed, the ELL teacher calls the home to remind the parents that the form needs to be returned by a specific date. The ELL teacher, continues to outreach to families about our ESL programs throughout the school year.
9. Describe how your school ensures that placement parent notification letters are distributed.
Our Parent Coordinator, ESL Coordinator and ESL Teacher work together as team to review and determine the notification letters to parents. We send written correspondence in a parent's native language, automated messages and invite parents in for a meeting as well as translation services.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation pertaining to ESL students and families are mainted and secured by our ESL Coordinator. ELL documentation is also mainted by the ESL Coordinator and ESL Teacher in the ESL Coordinators office under lock and key.
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 ESL teachers refines and regularly updates the list via ATS of eligible students for NYSESLAT testing. Using the BESIS report, the ESL teacher can determine which students are eligible for testing in the spring. The ESL teacher adminsters theall four parts of the NYSESLAT assessment to students, 1.) Listening, 2.) Speaking, 3.) Reading and 4.) Writing. Students who are absent for any part of the NYSESLAT assessment is administered the make-up assessment at designated periods.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

We invite parents to an orientation meeting during the AM and PM sessions. During the Parent Orientation meeting, we ensure that continued entitlement and transitional support notification letters are given and distributed to families.

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).

After reviewing the Parent Survey and Program selection forms for the past few years in our school, we notice that parents want their child emmersed in the English languare and prefer their child to be in an English dominant class with the ESL Teacher pushing in services to the child.

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.
The Organizational model for ESL instruction is that the ESL teacher works with students in a pull-out/push-in program. Our students are grouped for instruction based upon their academic needs and strengths. Students are assessed by their teachers to determine intervention services and additional academic support. Student work samples, summative and formative testing results determine the frequency of additional academic support for students throughout the school. Also, our ESL teacher provides the required ESL instruction for each student to maximize their learning.
- 1 b. Our school uses the push-in and pull-out program model for ESL instruction . In the self-contained special education class and Integrated Co-Teaching classes, the teachers push-in for instruction.
- b. TBE program. *If applicable.*
Paste response to questions here:
- c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
In the ESL programs, students are taught by one ESL teacher and one bilingual teacher. Ms. Ragguette services ELLs using the push-in model. Ms. Hernandez also services a using the pull-out model. The ESL teacher services students from K-5, both ELLs and ELLS/SWD disaggregated by grade level based on english proficiency level: Beginner(B) , Intermediate (I), and Advanced(A). B/I meet for 8 periods a week. The Advanced students meet for 4 periods a week. The ESL teacher uses Treasure Chest Program materials that are Science and Social Studies and ELA based ESL curriculums.
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.
In the general education classes where ELL students receive instruction in mathematics by their general education teacher. The Science and Social Studies teachers push into the classes provide instruction in English. The ESL teacher uses the Treasure Chest Program an ESL program taught in english and the Brain Pop internet program that specifically covers Science, Social Studies, Mathematics and ELA topics in Spanish and Brain Pop ESL taught in English.
In the ESL pull-out program the teacher prepares to make sure of the following:
1.) Concepts taught are directly linked to students' background experience. This experience can be personal, cultural or academic. The teacher explicitly makes links between past learning and new concepts. The teacher ensures that key vocabulary is emphasized. new vocabulary is presented in context and the number of vocabulary items is limited. In addition, the teacher ensures comprehensible input by using speech that is appropriate for students' language proficiency and making the explanation of the tasks clear using step-by-step manner with visuals. Also, the teacher uses a variety of techniques to make content concepts are clear and focus the students' attention selectively on the most important information. In the ESL program the following strategies are used

to make content more comprehensible for students. We provide several opportunities for students to use learning strategies for reading, vocabulary and writing across content areas; these strategies are taught through explicit instruction so that students develop independence in self-monitoring. 2.) We consistently use scaffolding techniques throughout the lesson. 3.) We introduce a new concept using scaffolding and decrease support as time goes on. 4.) The teacher models with think-a-louds, 5.) The teacher asks students questions using a variety of question types to promote higher level thinking skills.

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

We ensure that ELLs are appropriately evaluated in their home language by the ESL teacher testing students during the beginning, mid year and end year .

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

The school administers Fountas and Pinnell and I- Ready unit assessments in all four modalities.

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

When we differentiate instruction for our SIFE students, we also offer additional instructional and intervention opportunities during the instructional day and after school programs. Our school analyzes and considers the needs of SIFE ELLs by giving them opportunities to have peer buddies, mainstreaming opportunities and focused leveled instruction through push-in and pull out services.

b.) WWhen we differntiate for ELL students who have been in the United States less than three years, the teacher differentiates their instruction. Our students who have 4-6 years of service or who are long-term ELL students, receive focused-leveled pull-out instruction from our ESL teacher. Also, these students are mainstreamed into a monolingual class for literacy and mathematics.

Our students who have 4-6 years of service or who are long-term ELL students receive focused-leveled pull-out instruction from our ESL teacher. Also, these students are mainstreamed to a monolingual class for literacy and mathematics.

Long term ELL students are provided with rigorous differentiated instruction. We provide small group instruction, scaffolding, audio-visual technology and re-wording instruction in both mathematics and ELA into simple steps.

We continue to provide students with ESL services. In addition these services are supplemented with Saturday and after-school ESL, ELA and mathematic programs.

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.

In addition, all ELLs- SWD have the opportunity to work with ELLs without disabilities in push-in and pull-out services for literacy, science, social studies during the day. After school, both groups of students work together in the ELA, math preparation and Sports and Arts in School Foundation programs. Instructionally, we are flexible in that we use writing assessments that allow for the various usage of writing mechanics.

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?

ELLs- SWD have the opportunity to work with ELLs without disabilities in push-in and pull-out services for literacy, science, social studies during the day. After school, both groups of students work together in the ELA, math preparation and Sports and Arts in School Foundation programs. Instructionally, we are flexible in that we use writing assessments that allow for the various usage of writing mechanics.

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?

Our school uses instructional and flexible scheduling to meet the needs of our ELL students and -SWD. The ESL teacher pushes into our Integrated Co- Teaching classes to provide ESL instruction to students.

Chart

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

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

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

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



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

Chart

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

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

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

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

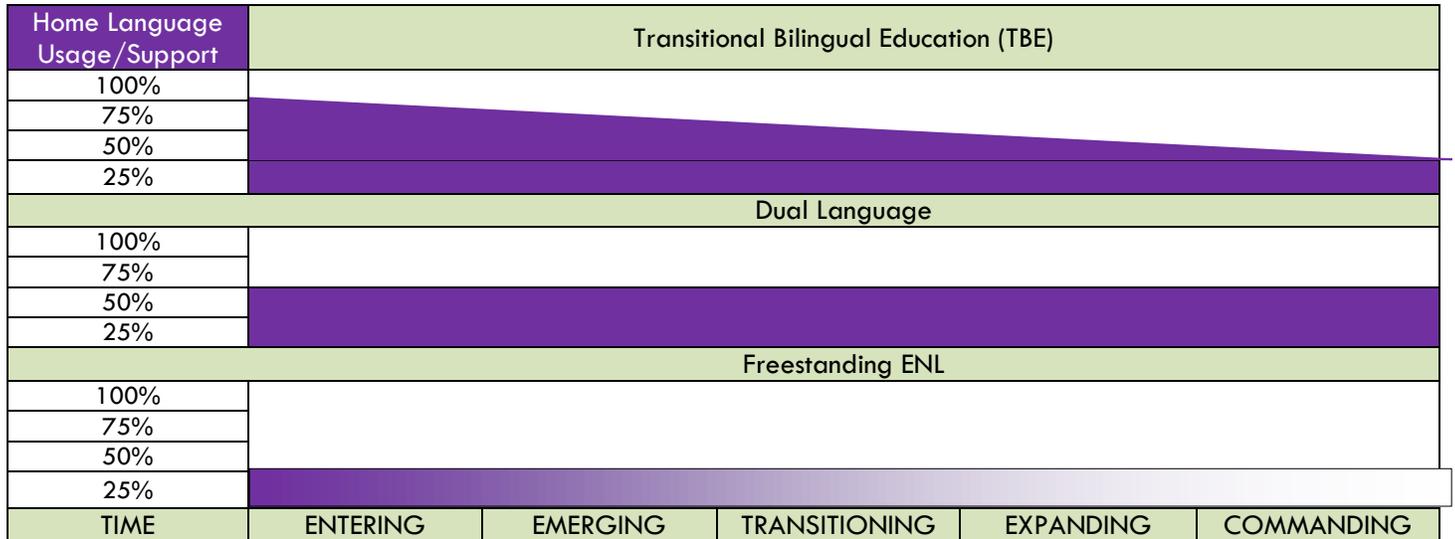


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. When the school creates groups for Inquiry / Extended Day programs, we use reading and mathematics data to form these programs and to target instruction for students. We also, target the interventions which address the needs of students- we provide the students, guided reading support and vocabulary development skills based on their reading levels and NYSESLAT results. The ESL program provides targeted interventions for ELLs in both reading, writing, for the ELA/ NYSESLAT scores. In addition, we use the Wilson and Foundations reading programs, Words Their Way phonics program, the Treasure Chest ESL Literacy program and Earobics software in English and Imagine Learning English a technology based language acquisition program for ELL student.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our students are making progress and subsequently we assert that the ESL program is effective in servicing the needs of our ELLs based on our internal data results.
12. What new programs or improvements will be considered for the upcoming school year?

We have an inquiry focus for selected students, morning afterschool and Saturday program opportunities for students.
13. What programs/services for ELLs will be discontinued and why?

None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students are afforded the opportunity to be apart of a Inquiry focus, SISTAH and Man Up Global conflict resolution programs, Good Shepherd Services Inc., Ballet Tech, Pencil Partnership, and Sports and Arts in School Foundation, within our school community. We provide ELL parents information about these programs in their native language. We also have information sessions where we invite ELL parents formally to enroll their students in programs. In addition, we use Title III funds to provide supplementary instruction. Also, after school programs are provided to ELL students in preparation for the NYSESLAT, ELA and MATH exams. The goals of the ESL program are to enable students to learn english and to support their success in all content area and classroom instruction. The direct instruction provides students in grades K-5 with the opportunity to acquire background knowledge in Science, Social Studies and non- fiction content. ELL students in K-2 who scored below proficiency are provided with the opportunity for NYSESLAT test preparation instruction. In addition, we will also service ELLs in the 3rd, 4th, and 5th grades who scored a level 3 and below in an ELA and Math test prep programs. The K-2 NYSESLAT program for ELLs meet Tuesdays and Thursdays 3:30PM-5:30 pm from November until April. This program encourages English Language Proficiency in all 4 language areas across the content areas. The program will integrate academic language encountered by ELLs in all content areas. The teachers will employ whole language, SIOP, the Natural Approach and TPR. The 3-5 ELA /Math Program for ELA and Math meets Mondays and Fridays 2:30-4:30 pm and Saturdays from 9am-1pm from November until May. It will focus on continued work in writing and composition, and mathematical skills including word problems that challenge ELLs. The language of instruction for both programs will be English. There will be 4 groups of 6 students in each program with 8 teachers. Materials: NYSESLAT Prep Books, ELA and Math Prep Books, Content Area Libraries, and supplies such as notebooks, folders, charts etc.
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.

All required support services are for the appropriate grades and age for ELL students. We use Earobics Software, Starfall, and Sound Blender, TPR, live objects and photographs to target beginner level students. We teach vocabulary development exercises and reading and writing strategies to make the content comprehensible to support ELLs in content area instruction in Science and Social studies. We also use Story Writer Deluxe which assists Intermediate and Advanced level students in creating their own literature. We use the Brain Pop internet program and text books in Spanish for Science and Social Studies in the TBE classes for Native language support. We use K-5 appropriate literature translated in Spanish for the beginner students who need native language support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is systematic. We provide support in the ESL classroom- provided by the ESL teacher and in the form of glossaries, dictionaries, and materials in the native languages represented by ELLs. In addition, school personnel who can provide support to students during the school day should be utilized to provide clarification for ELLs (in their native languages) who may be struggling with content and concepts in their subject-area classes. We group students of the same language for certain activities so that they can assist each other and respond in their native language. We also extend these strategies to after and before school programs as well as summer school.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required support services are for the appropriate grades and age for ELL students. We use Earobics Software, Starfall, and Sound Blender, TPR, live objects and photographs to target beginner level students. We teach vocabulary development exercises and reading and writing strategies to make the content comprehensible to support ELLs in content area instruction in Science and Social studies. We also use Story Writer Deluxe which assists Intermediate and Advanced level students in creating their own

literature. We use the Brain Pop internet program and text books in Spanish for Science and Social Studies in the TBE classes for Native language support. We use K-5 appropriate literature translated in Spanish for the beginner students who need native language support.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We provide the following as supports to assist newly enrolled ELL students before the start of the school year: Every child is given a suggested reading and writing assignment for their specific grade level to help acclimate them to the work level and schedule within their age and grade. We also have informational sessions on the ELL Programs, and the Assessments that the students in their grade will be required and prepared to take during that school year. We provide additional after school program support information so that the parents have knowledge of many options for learning assistance at the school.

19. What language electives are offered to ELLs?

When the school creates groups for Inquiry / extended day use data in order to form these groups and provide targeted interventions that address the needs of these students- we provide the students guided reading support and vocabulary development skills based on their reading levels and NYSESLAT scores. The ESL program provides targeted interventions for ELLS in both reading, writing, for the ELA/ NYSESLAT results. The Bilingual teacher provides her students with ELA/ NYSESLAT preparation programs as well as afterschool opportunities in Spanish. All other ELLs receive ELA, Math, and NYSESLAT preparation in English after school opportunities. Our school uses Wilson and Foundations reading programs, Words Their Way phonics program, the Treasure Chest ESL Literacy Program and Earobics software in English and Imagine Learning English a technology based language acquisition program for ELL student depending on their on the guided reading group and writing group level as per Fountas and Pinnell and their LAB-R / NYSESLAT results. Students who reach proficiency levels on the NYSESLAT after two years of continued ESL services are given the opportunity to receive monolingual classes in both reading and mathematics. In addition, opportunities are given to these students to act as a buddy / peer tutor to other students. The ELL teacher ensures that students receive ELL testing accommodations; it is ensured that former ELLs participate in the school's supplemental ELL programs if the activities would further benefit the language development of participating students.

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)?

Not applicable for our school because we do not have Dual Language programs.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 - 1.) ELL teachers are given a professional growth opportunity plan: (PGO). Opportunities for intervisitation, smart board training, instructional rounds walks, instructional work shops and study groups are the examples of professional development opportunities at Community School 300.
 - 2.) Professional development opportunities for Ready Gen and Go Mathematics, Fountas and Pinnell and training in the Units of Study.
 - 3.) Saturday program opportunities, activities and clubs for students.
 - 4.) Our school administrators provide for flexible scheduling opportunities. Our ESL teacher plans with grades teams during weekly common planning times as well as weekly common planning time for all special education teachers.
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?

Professional development opportunities for Ready Gen and Go Mathematics, Fountas and Pinnell and training in the Units of Study
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our school administrators provide for flexible scheduling opportunities. Our ESL teacher plans with grades teams during weekly common planning times as well as weekly common planning time for all special education teachers.
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.

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?

Our Pupil Accounting Secretary, ESL teacher and Parent Coordinator conduct a parent orientation session for families which details information about our school, curriculum and instruction and ESL /ELL programs offered at our school. In addition, this process occurs weekly as new students register throughout the year. Our ESL Team facilitates the HLIS and the parents and child are interviewed immediately. If the school can not provide the translation at our school, we inform school administrators, who arrange for the translation services and subsequent interview in the home language. If LAB-R eligible, then the student is administered the LAB- R; if they score below proficient, the ELL teacher issues an Entitlement Letter addressed to the parent with the child. In the Entitlement letter, the parents are invited to the Parent Orientation session within ten days of their child's admission to the school. During Parent Orientation session, the parents view a video about ESL education and are then provided with the Parent Survey and Selection forms to be completed at the time of the meeting. If the parent chooses to fill it out at home, the ELL teacher provides a due date for the form to be returned. After the date has passed, the ELL teacher calls the home to remind the parents that the form needs to be returned by a specific date. The ELL teacher, continues to outreach to families about our ESL programs throughout the school year.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Records and all documents are stored within the principals office.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our parent book club, parent workshops throughout the school year and parent engagement meetings.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Good Shepherd Services.
5. How do you evaluate the needs of the parents?
Needs assessment survey, school survey results, School Leadership Team and PTA.
6. How do your parental involvement activities address the needs of the parents?
We provide translation services, information, and guest speakers.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12X300** School Name: **Community School 300**
Superintendent: **Rafaela Espinal**

Before you begin, please check the following:

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

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

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

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

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

The data and methodologies we use to assess our Community School 300 X written and oral interpretation needs to ensure all parents are provided with appropriate and timely information in a language they can understand is as follows: CS300X provides and collects from newly registered parents; Home Language Identification Survey (HLIS) and emergency contact information card. In Part 3, Questions 1 and 2, of the HLIS, the parents are asked the following questions-1. "In what language would you like to receive written information from the school?" Also, question: 2. "In what language would you prefer to communicate orally with the school staff?" In addition, on the emergency contact information card, parents are asked to identify and write on the emergency contact information card their "preferred language of communication" in written and or oral communication. The Pupil Accounting Secretary, English as a Second Language Coordinator as well as the Parent Coordinator, keep records of this information in the Home Language Report (RHLA). According to the data compiled on the RHLA for the whole school, we have discerned that that our school requires written translation and oral interpretation needs in Spanish, Soninke and French and Hausa. The family needs break down of languages are as follows:- 149 out of a total of 604 students or 25 percent of parents require Spanish translation; the parents of 9 students of a total of the parents of 604 or less than 1 percent of our parents need translation in Soninke. In addition, less that .05 percent requires translation in French, Hausa and Fulani. At the time of registration at C. S. 300, families complete Home Identification Language Surveys, ESL Coordinator, Pupil Accounting Secretary and Parent Coordinator work with potential families and our Parent Coordinator provides families with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation service in their native language at our school and our school needs assessment survey. Pedagogues also interview the parents about what their language translation and interpretation needs are. The current structures in place for sharing these finding with this school community are as follows: first we notify the parents of incoming students during parent orientations sessions at through out the year that we provide translation and interpretation services for them. In addition, we also notify the teachers of the students who need these translation services in their particular classes so that all communications- written correspondences and oral

communications are translated in those languages and given to the students whose families we have identified as needing these services.

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

English, Spanish and French.

Part B: Creating a Communications Calendar

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

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.

C. S. 300 X provides each parent who require language translation and interpretation services with a copy of the Bill of Parent Rights and Responsibilities in their native language, which includes their rights regarding translation and interpretation service at our school. In addition, at the front entrance of our school we post a school sign in Spanish/ French/ English that indicates the variability of interpretation services at our school. When parents call our school or we send out recorded messages regarding events at our school, they are offered in all languages to ensure that parents in need of translation and interpretation services have all current school information and events in their native language in a timely manner. Also, C. S. 300X provides written translation in all languages to parent's who's primary language is other than English regarding Registration of their child at the school, application and selection of programs and SES, our schools standards and performance, Conduct and Discipline Forms, Safety and Health Forms, Special Education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge, and forms regarding any legal or disciplinary matters.

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.

Staff members are available to provide oral interpretation services for families needing service. The Supplemental Educational Service program Academic Good Shepherd Services and Sports and Arts provides our families with interpretation services for PTA and parent meetings for one to one and small group meetings available volunteers a parent who speaks the language of the parents and the children. In addition, the Office of Translation Services provides our school with oral interpreters for our families. C. S. 300 X provides each parent who requires language translation and interpretation services with a copy of the Bill of Parent Rights and Responsibilities in their native language, which includes their rights regarding translation and interpretation service at our school. In addition, at the front entrance of our school we post a school sign in Spanish/ French/ English that indicates the availability of interpretation services at our School. When parents call our school or we send out recorded messages regarding events at our school. They are offered in all languages to ensure that parents in need of translation and interpretation services have all current school information and events in their native language in a timely manner. Also, C. S. 300X provides written translation in all languages to parents whose primary language is other than English. regarding Registration of their child at the school, application and selection of programs and SES, our schools standards and performance, Conduct and Discipline Forms, Safety and Health Forms, Special Education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge, and forms regarding any legal or disciplinary matters.

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.

C.S. 300 provides interpretation services for families during parent conferences, scheduled IEP and EPC meetings as well as parent engagement events.

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.)

Staff handbook and professional development meetings.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our ESL team, Parent Coordinator and school community will ensure that necessary requirements for translation and interpretation services are followed.

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)

School survey results, School Leadership Team and needs assessment surveys.