



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	09X443
School Name:	THE FAMILY SCHOOL
Principal:	ROWENA PENN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Family School School Number (DBN): 09X443
Grades Served: PK-5
School Address: 1116 Sheridan Avenue Bronx NY 10456
Phone Number: 718-538-3266 Fax: 718-538-3364
School Contact Person: Rowena Penn Email Address: Rpenn@schools.nyc.gov
Principal: Rowena Penn
UFT Chapter Leader: Tracy Harrison
Parents' Association President: Irma Ortiz
SLT Chairperson: David Rose
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Irma Ortiz
Student Representative(s): Not applicable

District Information

District: District 9 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue Bronx NY 10456
Superintendent's Email Address: Rrosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx District 9 Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx, NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

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)
Rowena Penn	*Principal or Designee	
Tracy Harrison	*UFT Chapter Leader or Designee	
Irma Ortiz	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Irma Ortiz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
David Rose	Member/ Chairwoman/Teacher	
Isabel Gonzalez	Member/ Teacher	
Maida Rivera	Member/ Teacher	
Ida Ezaguirre	Member/ Teacher	
Irma Ortiz	Member/ Parent	
Sandra Flores	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sarvelia Sanago	Member/ Parent	
Zenabou Hamadou	Member/ Parent	
Alma Morales	Member/ Parent	
Nikia Billinger	Member/ Parent	
	Member/ Parent	
	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.

The Family School, 09x443, is a K-5 School located in the Morrisania section of the Bronx. The Family School is a diverse learning community serving children of differing racial and ethnic backgrounds. The Family School is a Title I school responsible for 525 students. The school is 50% female and 50% male. The ethnic make-up of the student body is 66% Hispanic, 28% African American, 4% Asian and 1% white. The student body is made up of 38% English Language Learners and 18% Special Education students. The Family School has many school constituencies including Council of School Supervisors & Administrators, United Federation of Teachers, DC37, parents, and counselors from Bronx Works Community Based Organization that have been made available through a federal grant and are housed in school building.

The vision of the Family School is to prepare our students for college and careers in the 21st century. In order to provide our students with the best opportunity to succeed, the school has adopted the following mission statement: "The Family School is a rigorous, inquiry-based learning environment modeled after a nurturing home. Through our supportive learning environment, students, staff and families will collaboratively create an educational lifestyle that extends beyond the six hours of the school day. Students will graduate with an increased ability to achieve as learners, competitors and contributors in our increasingly multi-cultural, diverse and complex world." Our vision and mission statement fits into the capacity framework laid out by Chancellor Farina which emphasizes trust as the overarching bond that ties together all elements of student achievement. The mission statement of The Family School emphasizes building trust between all school constituencies; as families thrive with trust and commitment, so will The Family School as we build these same bonds between all of our constituents.

The Family School was rated #1 in our peer group in ELA and Math in student progress during the 2013-2014 school year. We have spent the 2014-2015 school year building on our success. The Family School has chosen an Instructional Focus that is built around increasing our students' academic vocabulary. "Students will be able to increase use of academic language, as well as correct use of syntax independently and collaboratively, through listening, speaking, reading and writing in all subject areas. Teacher teams will engage in inquiry around building academic language. Teachers will strategically plan within and across grades interdisciplinary, higher-order, CCLS-aligned modules/units in which academic language may be assessed."

At The Family School we have worked hard to build on our success. We have moved from "Developing" to "Proficient" in QR indicators 1.1 and 1.2. Only through the dedicated efforts of our teachers working together was this growth possible! We have demonstrated strengths in several critical areas, as revealed by our 2014-2015 Quality Review Report. According to this report, "School leaders and teachers are jointly accountable for improving their pedagogical practices and they partner with families to support students as they make progress toward meeting high expectations." (Quality Review Report P. 2) The Family School was rated Well Developed on indicator 3.4, "Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations." This is evidenced by our parent's feelings about the work in our school. Our reviewer noted the following, "Parents expressed that they are well aware of the connection between what their child is doing now and what they will need to be able to do in college. According to the 2014 School Survey, 97% of parents believed the school is preparing their children for college and career." (School Quality Review Report Page 2). We have successfully implemented our new PBIS system and 2015-2016 we plan to take this system to the next level by increasing the training for Tier II PBIS. This system was put into place as a result of our 2012-2013 School Survey. The PBIS system has been rolled out across the school and is done consistently across each classroom. This has helped to increase student participation in lessons and led to a decrease in student disruptions during learning time. The Family School was rated as proficient in Quality Review indicator 1.1 "Ensure engaging, rigorous, and coherent curricula in all subjects, accessible

for a variety of learners and aligned to Common Core Learning Standards and/or content standards.” According to our Quality Review Report, “Teachers utilized the Common Core Learning Standards in more depth this year to plan units and lessons. In some grades, they have changed the sequence of lessons to make the instructional shifts more evident. For example, in grade 2 the teachers have changed the core focus from teaching fairy tales to narrative writing.” (Quality Review Report p.3) Our school was also rated as proficient in Quality Review indicator 4.2, “Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.” According to the School Quality Report, “Teacher teams meet regularly, at least once a week, in structured teams with planned agendas. Team members bring samples of student work to discuss with their colleagues. They use a protocol to guide their discussion on what has been working well, what challenges they are facing, and to brainstorm next steps in anticipation of issues that might arise.” (Quality Review Report p.6).

This year the Family School has worked with many outside partners to enhance the educational opportunities afforded to our students. Our Art teacher, Mrs. Laura Owen, worked hard to secure a \$2500 grant from Crayola to improve and enhance the art curriculum. Our Physical Education teacher, Mr. Christopher Byron, has helped secure funds from a Wellness grant that has offered our students the chance to participate in new activities and that has helped to fund our Mighty Milers student fitness program. The Family School is also working with outside partners like Mindshare, who has “adopted” our school and has help to raised several thousand dollars for our school technology fund, as well as to host some of our students for a day to show them the benefits of being college and career ready. NY Cares has also partnered with The Family School to help clean up our school, donate books and other supplies as well as help to paint and beautify our school auditorium. Finally our school social worker, Mr. Omar Jawo, has continued our partnership with World Vision, a supplier of international items that help connect our students to the outside world. The Family School has a multi-year partnership with Bronx Works, where we have partnered with the organization to write a grant that has placed two violence prevention counselors into our school to lead peer mediation and to help counsel some of our at risk youth.

As previously stated, The Family School was rated number one in our peer group for student achievement and was ranked in the top 5% of all NYCDOE schools for student progress in 2013-2014 and we have worked tirelessly to improve on our results. We are anxiously awaiting the results of the 2014-2015 NYS assessments as we have shown great growth again on our interim assessments.

Though we have made great strides in the past years, we cannot rest on our laurels. In order to improve on our gains from last year our Instructional Focus of increasing students’ use of academic vocabulary will be one of the drivers of instruction all throughout the year and across all grades. The school created this Instructional Focus as a result of a study of data from last year’s state exam and our own internal measures of student performance. After doing a breakdown of the Items Skills Analysis we saw that third grade had the lowest level of proficiency, and after unpacking the questions we saw that the biggest obstacle to student success was vocabulary. We are also focusing on improving the school environment and culture through retreats, staff member of the month, and our Tier II PBIS program.

09X443 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	526	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.6%	% Attendance Rate		91.7%	
% Free Lunch	95.1%	% Reduced Lunch		2.1%	
% Limited English Proficient	43.0%	% Students with Disabilities		19.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		25.8%	
% Hispanic or Latino	67.2%	% Asian or Native Hawaiian/Pacific Islander		4.9%	
% White	1.1%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.2%	% Teaching Out of Certification (2013-14)		4.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		8.09	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4		16.3%	
Science Performance at levels 3 & 4 (4th Grade)	53.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		NO	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The family school has made strides in this creating a rigorous instructional program. In this effort we have harnessed many different resources to help our teacher create better developed units with a focus on academic vocabulary. We have added instructional coaching positions and brought in outside educational experts to plan with our teachers and grade teams. While we have seen growth in our student outcomes, we have not had consistency from year to year with our levels of student achievement. We are still around 10% proficiency in ELA and 16% proficiency in Math for our testing grades according to our School Quality Snapshot. To this end our school leader will continue to push for a rigorous curricula.</p> <p>[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.</p> <p>The school will devote its time to an increase in rigorous activities for our students, with a special focus on supporting our subgroups of students English Language Learners, lowest 1/3rd, students with disabilities, students who need enrichment and gifted and talented.</p>		

Part 2 – Annual Goal

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

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

By June 2016 all classroom teachers will be trained on and use DIBELS progress monitoring software to improve upon the rigor of tasks and quality of pedagogy through enhanced Tier 1 instruction so that there will be a 7% decrease in our at-risk students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams will refine written and enhance core-curriculum with the tri-state rubric, with support from educational consultants and instructional coaches to increase the rigor in our units and curriculum maps.</p>	<p>Teachers</p>	<p>Sept 15-June 16</p>	<p>Instructional Coaches, grade team leaders, Administration, Teachers</p>
<p>Classroom teachers will engage in systematic screening of student reading levels using the DIBELS screener with screening occurring once a month to evaluate the effectiveness of our teaching. Teachers will</p>	<p>Teachers, RTI/SETTS providers</p>	<p>Sept 15 – June 16</p>	<p>Instructional Coaches, Teachers, technology coordinator</p>

<p>use this data along with MastryConnect mastery based grading software to determine the progress of students. This data will be reviewed by teachers and service providers at their weekly common planning meetings.</p>			
<p>During the Monday professional development time teachers of English language learners are engaged in data talks using the inquiry model to share best practices and analyze student data. These teachers are also a part of a book club that meets monthly around research based ELL strategies.</p>	<p>Teachers, Service Providers, teachers</p>	<p>Sept 15 – June 16</p>	<p>SETTS/RTI/ESL/Bilingual teachers Administration Teachers Data Specialist</p>
<p>The school will support families in our school through the creation of monthly school-family Math and ELA nights where teachers and families can meet to learn, play and experience what our school is like. A special portion of the events will be dedicated to teaching parents important skills they can use with their students at home. We plan to work with community partners to create incentives and broaden community support for our families.</p>	<p>Teachers, Students, Administration</p>	<p>Sept 15 – June 16</p>	<p>All teachers, Support Staff, Service Providers, Coaches, Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Fountas & Pinnell kits were purchased and teachers were trained in the administration of Running Records RTI/SETTS/AT Risk students. Coaches and constants in both literacy and math will be utilized to support instruction and curriculum/ standards alignment</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>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.</p> <p>By February 2016, the school will see a average rise in DIBELS screener reading levels of 8% for all students in the lowest 1/3rd in their respective subject area.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.	HE
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.	HE
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.	HE
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.	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>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The Family School has been recognized as a school that places a strong emphasis on the social and emotional health of our children. School leaders have established several partnerships with outside organizations to promote the social-emotional development of our students. We have partnered with BronxWorks a community based organization, to create two full time anti-violence counselors who reside in our school. We have also partnered with NYCares to enhance our school building and MindShare to bring outside opportunities to our students. Our partnership with Mindshare has given our students the opportunity to visit offices to see what college and career ready really means, established a technology fund that is used to fund our school’s needs. We also have a partnership with Morris Heights Health Center who provides us with a full time social worker. We believe that children need more than just academics to grow and we have worked our hardest to provide our students with an intellectually safe holding environment.</p> <p>Though we are highly effective in all of these categories we still work to improve all of our structures relating to our student emotional growth. Our school community was struck by the loss of a former student this year and we have redoubled our efforts to impact our student’s lives on a daily basis.</p> <p>We have chosen to focus on QR 5.4 to increase the Social and Emotional growth of our students,</p>		

[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.

We will have teachers attend PBIS trainings and turnkey to the staff as well as bring trainers to our school to work with our staff in house. Our teachers have also banded together to start the "Duran Project" in memory of our former student who was taken from us too young. We will have teachers mentoring our students during and outside of our school day to increase our involvement in our student's lives to ensure they continue to grow academically as well as socially and emotionally.

The school's strengths in this area were acknowledged in the 2014-2015 Quality Review report, as revealed by the following: "Students express themselves confidently and are comfortable talking with each other and with unfamiliar adults in their school." (School Quality Report p. 4).

However, according to the "Framework for Great Schools Report 2015" under Supportive Environment, "Classroom behavior" received a score of 48 out of 100, "Social-emotional measure" received a score of 50 out of 100, and "Peer support for academic work" received a score of 55 out of 100. Therefore, within the school, a portion of the faculty perceives room to improve in these areas.

We have worked hard with our students to build and develop their social and emotional growth through our guidance staff, PBIS program, and the dedicated work of our staff. We will continue to work to refine our structures that help our students grow emotionally. The Dean position has been funded for the 2015-2016 school year to help lead our social emotional team. We will continue to have our Bronx Works counselors run our Peer Mediation program, Our guidance staff will continue to work with whole classes and individual students and small groups. Our PBIS team will continue to implement our PBIS plan based around the Class Dojo system and School Wide Information System program. We will continue to celebrate the accomplishment of our students with our Student of the Month celebration assemblies.

The school needs to increase the opportunities to support students in their social emotional growth and to increase the depth of our social emotional supports for our students who are in need of social and emotional support. We have decreased the number of OORS reports.

From September 2014 to December 2015, there were 14 OORS incidents and 3 suspensions as compared to from September 2013 to December 2014, there were 22 OORS incidents and 6 suspensions. That's a 36% decrease in OORS incidents and suspension decreased by half. This is especially significant considering the improvements made in follow safety protocols of completing reports and following through with consequences.

However, we are seeing a pattern of the same students who are making multiple bad decisions. We will work this year to offer deeper supports and systems to ensure these students feel that there is someone at the school checking in with them to make sure they are on the right track.

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 May 2016, 55% of teachers will respond "strongly agree" to the NYC School Survey question, "I am safe at my school" as measured by the NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Our PBIS team lead by the dean will revise PBIS Tier I systems and structures as well as engage in PBIS Tier II training with all school staff. By properly training the school staff around this system and gaining by in from both parents and teachers with the use of the "Class Dojo" system, the proper supports will be in</p>	<p>All School stakeholders</p>	<p>Sept 15-June 16</p>	<p>Administration RTI team Social Emotional Team PBIS team</p>

place to impact safety in the school.			
Enhance student social-emotional well being by establishing a peer mediation program, opportunities for community service, enhanced mental health services and counseling and school-wide classroom-based education on health and anti-bullying, with support from Bronx Works and Morris Heights Health Center.	At-Risk Students	Sept 15 – June 16	Social Emotional Team Student Intervention Team
At the schools weekly SIT meetings we will analyze school wide incident data to determine what interventions currently being utilized need to be adjusted so that all staff and students feel safe at school	Students	Sept 15- June 16	Social Emotional Team PBIS Team
The SIT team will work together to develop a survey to administer to the staff to gauge whether or not we are making adequate progress towards meeting this goal.	At Risk Students	Sept 15- June 16	Social Emotional Team PBIS Team

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.											
1. Dean position and fund salary (PF Positive Behavior Mgmt. Prgms: At-risk Counseling), supplies (PF Positive Behavior Mgmt Prgms)											
2. Social Worker salary (PF Positive Behavior Mgmt Prgms: At-risk Counseling), supplies (PF Positive Behavior Mgmt Prgms)											
3. Guidance Counselor salary (PF Positive Behavior Mgmt Prgms: At-risk Counseling), supplies (PF Positive Behavior Mgmt Prgms)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By February 2016 we will decrease the number of incidents reported in our School Wide Information System by 50 reported incidents down for a total of 150 Incidents.

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The Family School has placed a great deal of emphasis on building capacity in our staff through targeted feedback from observations and by providing staff with differentiated professional development. In 2013-2014 we were rated as proficient in Quality Review Indicator and in 2014-2015 we were again rated Proficient, [4.2] “Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and student learning.” Ms. Rosemary Stuart our lead review noted, “Teacher teams meet regularly, at least once a week, in structured teams with planned agendas. Team members bring samples of student work to discuss with their colleagues. They use a protocol to guide their discussion on what has been working well, what challenges they are facing, and to brainstorm next steps in anticipation of issues that might arise.” (Quality Review Report p.7)</p> <p>During the 2014-2015 school year all Family School staff members received at least effective in their ratings as measured by the NYCDOE Advance system. We are continuing to build capacity in our staff through the refining of our individualized professional learning plans that we started in the 2014-2015. Our teachers have learned much this year and next year we will scaffold more for our teachers so they make take our students to the next level.</p> <p>According to our 2014-2015 Quality Review Report our reviewer noted, “While tasks are differentiated to provide multiple entry points, not all tasks explicitly support such students in demonstrating their thinking.” Therefore, one area that our school continues to work on is Indicator [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.”</p>		

According to data from Advance, in Domain 3, which is the core of instructional practices, the average effective and highly effective rating for 3b (questioning and discussions) was 61% as compared to 3c (engagement) which was 69% and 3d (assessment) which was 73%. Therefore, we decided to focus on 3b in 2015-2016.

We have hired outside educational experts from GenerationReady to work with our instructional coaches and teachers to improve on the rigor and coherence amongst our teachers and in classrooms. We will be working to jumpstart a teacher led inter-visitation program based on the NYCDOE Inter-visitation Handbook as well as through teacher team and inquiry work. We will be instituting Professional Learning Communities based around different need areas and will seek to improve practices through the work of collaborative teacher teams.

Part 2 – Annual Goal

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

By June 2016, the schools literacy and math coaches, as well as a literacy and math consultation from Generation Ready will support the school in the creation a series of professional learning activities that will result in 75% of teachers attaining a rating of effective or highly effective in Danielson component 3B with a focus on class discussion as measured by the NYCDOE 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide teachers with a Professional Learning series on the use of pre-planned higher order thinking and open-ended questions that facilitate student discourse.</p> <p>Teachers will work to share best practices around creating multiple entry points for students in our “turn-key” and “follow-up” sessions where teachers again meet to share how their practices have improved and how staff members can collaborate to</p>	<p>All Staff</p>	<p>Sept 15 – June 16</p>	<p>Administration</p> <p>Staff Development Committee</p>

<p>improve instruction for all students.</p> <p>Administration will work with instructional coaches to improve the quality of questions being asked in all subject areas.</p> <p>Administrators will review lesson plans to ensure that questions focus on increasing participation amongst all our students.</p>			
<p>Participate in Professional Learning Communities (PLC) and inter-visitations around teacher practices in Danielson component 3B questioning and discussion techniques.</p>	All Staff	Sept 15 – June 16	Administration Staff Development Committee
<p>Engage in the inquiry process to focus on reviewing student work. Teacher teams will take the information from their inquiry sessions to their common planning time and use the insights gained from their inquiry process to revise and refine our curriculum. Our inquiry focus will be around creating multiple points of entry in each of our subject areas. Administration and instructional coaches will review inquiry minutes for share sessions. Inquiry teams will meet on Tuesdays for at least 35 minutes.</p>	All Staff	Sept 15 – June 16	Administration Staff Development Committee
<p>Create a personalized Professional Learning Plan that will inform their Professional Development opportunities during the 2015-2016 school year in order to build trust between administration and staff.</p>	All Staff	Sept 15 – June 16	Administration Staff Development Committee

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.											
1. Contractual Services: PF Supporting Great Teachers & Leaders: PD from Generation Ready supporting Great Teachers & Leaders: Substitute teachers for coverage for teachers who are working with outside educational experts.)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, 60% of teachers will obtain a rating of Effective or Highly effective in at least one cycle of observation as measured by the NYCDOE ADVANCE system.											
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>The NYCDOE framework for Effective School Leadership states, "The principal sets the tone for the school, develops a climate of inclusiveness, and inspires staff and students with a clear vision for student achievement." To that end leadership at the Family School has invested in human and programmatic resources in order to create more time for teachers to plan collaboratively. Past feedback noted, "Together, in teams, they (teachers) look at data across the grade, identifying trends in order to inform revisions to units and lessons. For example, one team analyzed assessment data and identified that multi-digit rounding was a struggle for many students. They developed strategies to address this need during subsequent review lessons." (Quality Review Report p.5)</p> <p>In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school should:</p> <p>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <p>This year based on feedback and internal school conversations the school is focusing on better use of fiscal and programmatic resources. The school is changing our schedule to give teachers a 6th preparation period for teachers to convene inquiry meetings, meet in professional development book clubs,.</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, 100% school staff members will receive professional development related to the schools systems and structures, including but not limited to PBIS, Guided Reading, Response to Intervention programs, Social and Emotional health protocols, IEP writing as measured by the Individualized Professional Development plans completed by teachers that are discussed with the administrative team three times a year during (Sept, January, June) goal setting conferences.

Part 3 – Action Plan

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<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Fund two instructional coaching positions to further build teacher capacity through direct coaching and one on one feedback.</p>	<p>Teachers, lowest 1/3rd, SWD, ELL's</p>	<p>Sept 15 – June 16</p>	<p>Administration, Literacy and Math Coach</p>

<p>Consultants and coaches will refine curriculum maps and model lessons for teachers in areas of need to increase the rigor of instruction. These coaches will join administration and other teachers for weekly instructional rounds. Administration and Coaches will meet weekly for debrief meetings.</p>			
<p>The school will invest human and capital resources to ensuring that supplemental and enrichment programs to meet the needs of students at varied levels (after school, Saturday Academy, and at-risk software/programs: Achieve3000, Flocabulary, Lexia). Implement electronic monitoring tools (Mastery Connect). School will have members of the Response To Intervention team partnered with classroom teachers to monitor usage and formulate strategies to meet fidelity and usage targets for programs.</p>	<p>Students, Lowest 1/3rd, ELL and SWD's, Teachers Service Providers</p>	<p>Sept 15 – June 16</p>	<p>RTI Team Instructional Coaches SDC Data Team Technology Coordinator.</p>
<p>Create and offer two programs after school hours to target at-risk students and to provide enrichment for those students who can benefit from it. School is running Saturday Academy and the “Rising Stars” programs offer extra learning supports to those students who can benefit from them.</p>	<p>Students ELL At Risk Lowest 1/3rd</p>	<p>Sept 15 – June 16</p>	<p>Administration RTI Team Data Team Teachers</p>
<p>The SLT and administration will hold monthly family breakfast to engage families about events happening in the school. PTA president, Parent Coordinator and administration will meet prior to the breakfast to plan for community</p>	<p>All Staff</p>	<p>Sept 15 – June 16</p>	<p>Administration PTA President Parent Coordinator</p>

<p>outreach and translation services. School will offer adult education programs for parents during Saturday instructional time and during monthly family nights to engage parents consistently around work going on in school.</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>budget lines for three instructional coaches. Per-Session funds for teachers to work after-school and Saturday Academy Educational Software for the purchase of software MasteryConnect and the True North Retreats</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016, Progress will be monitored by comparing 2014-2015 Advance teacher ratings to the ratings entered by January 2016 school year in the Advance rating program as well as our self-assessment. We will see 80% of teachers have an increase in their HEDI ratings.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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>The Family School works hard to provide outreach and engage parents and community members in the educational process. As stated in our vision, “ The Family School is a rigorous, inquiry-based learning environment modeled after a nurturing home. Through our supportive learning environment, students, staff and families will collaboratively create an educational lifestyle that extends beyond the six hours of the school day.”</p> <p>In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6 the school should:</p> <p>[6.4] Further enhance family engagement by establishing through the parent coordinator and community partnerships a core of parent leaders that work collaboratively to teach all parents ways to support student learning and growth. According to the “School Quality Report 2015” under Strong Family-Community Ties, the category of “Parent involvement in the school” received a score of 42 out of 100. Around 95% of parents are satisfied with their child's education at The Family School according to our 2014-2015 school survey. 26% of our parents speaking with their child's teacher more than once a month about their child's education. We know we need to improve the level of communication between families and the school.</p>		

Part 2 – Annual Goal

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

By June 2016, 30% of parents will attend a CCLS based event at The Family School planned by the Parent Coordinator, Dean, PTA President and school administration, centered on preparing students for what is necessary for success in college, career and life after high school. A majority of parents will agree and/or strongly agree that the school communicates what needs to be done to prepare children for college, career and success in life after high school as evidenced by the 2015-2016 NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Create a Parent outreach survey to collect information on parents areas of concern. This data will be used as a baseline for Parents, teachers, and administration members to plan the</p>	<p>Teachers Parents</p>	<p>Sept 15 – June 16</p>	<p>PTA President Administration Parent Coordinator</p>

educational workshops and events for the community.			
<p>Establish a monthly Parent led, "Parent Leader workshops." By October 2016, The Family School PTA will set up a "Parent Involvement Committee" that will work with School Leaders to establish a monthly Parent led, "Parent Leader workshops" focused on improving the ability of parents to communicate with teachers and become involved in their child's education. Workshops will include using email to communicate with teachers, how to connect to the schools</p> <p>Parent committee will work with the school to engage outside educational experts, teachers, and other qualified personnel to lead workshops around the Common Core, Balanced Literacy, best parenting practices, and others.</p>	<p>Teachers</p> <p>Parents</p> <p>Students</p>	Sept 15 – June 16	<p>PTA President</p> <p>Administration</p> <p>Parent Coordinator</p> <p>Teachers</p>
Develop a common grade-level communication in the form of monthly parent newsletters to parents informing them of upcoming curricular goals and ways they can support their children at home in accomplishing these goals.	<p>Parents</p> <p>Students</p>	Sept 15 – June 16	<p>Administration</p> <p>Administrative Interns</p> <p>Grade Team Leaders</p>
Parent Coordinator in conjunction with the administration and coaches will conduct 4 informational workshops during the months of (October, January, March, June) regarding the demands fo the CCLS.	<p>Parents</p> <p>Students</p>	Sept 15 – June 16	<p>Administration</p> <p>Coaches</p> <p>Grade Team Leaders</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator PTA President Teachers Weekly 40 Minute parent engagement and Teacher/consultant developed common core aligned units of study in literacy, Guided Reading, GoMath! materials											
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		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The Family School had parents fill out a survey during the first Parent Teacher Conference. This survey focused on parent satisfaction the school and teachers. We are going to have parents fill out the survey again during the 2 nd Parent Teacher conference and compare the results. Progress towards this goal will be monitored by tracking the names of the parents on this committee and the dates where the committee meets. We would expect the committee to be formed by February and to have at least one event planned for March or April. End of the year progress would be an event calendar that can be sent to parents for summer and Fall parent workshops.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All Level 1 and 2 Students	Recipe for reading based on Fountas & Pinnell Screener	Small Group	Pull out activities during the school day
Mathematics	All Level 1 and 2 Students	Math skills based on data provided from classroom assessments and Reflex Math	Small Group	Pull out activities during the school day
Science	All Level 1 and 2 Students	Small group strategies (hands on activities with the use of science tools) that follow the NYC Science Scope and Sequence.	Small Group .	Pull out activities during the school day
Social Studies	All Level 1 and 2 Students	Small group strategies (peer mentoring, repeated explicit instruction) that follow the NYC Scope and Sequence	Small Group .	Pull out activities during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students that are identified based on number of recorded incidents in school wide incident reporting system	Self Esteem leads to academic excellence. Anti-bullying curriculum. Anger Management, Impulse control, and conflict resolution strategies.	One-to-one or small group counseling	Pull out activities during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our strategies for recruitment include utilizing the schools' 18D hiring committee. This committee consists of administrators, teachers and select parents. Beginning in February, teachers are asked to predict if they will return the following year. Based on the responses a search begins using the New Teacher Finder and conversations with colleagues past and present within and outside of New York City. When Open Market becomes available, vacancies are posted. Candidates are invited to visit the school informally to determine if they will fit in with the school's culture. Next, candidates sit for an interview where it is determined if the candidate is a person of interest. The candidate does a demonstration lesson which is observed by administrators and teachers. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed, the committee meets to make selections. We have a criteria for looking at resumes, recommendations, portfolios, and writing samples.</p>

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).
<p>We retain these teachers by providing differentiated professional development to increase teacher growth in instructional practice, using a common teaching framework. All new teachers receive mentors, based on their licensing area. We utilize the resources of the BFSC. This school year we have focused our schools Professional Learning Plan around our instructional focus of increasing students' academic vocabulary. We started this year's professional development with our instructional retreats which focused on building trust and teamwork amongst our staff. We have also had teachers fill our individualized professional development plans which required teachers to reflect on their practices and areas for growth. Based on their professional plan teachers have attended outside professional developments, after attending these learning opportunities teachers are tasked with turn keying these sessions for staff members in small group settings during our Monday PD block. Teachers are also engaging in common planning periods that are facilitated by graduates of the NYCDOE Teacher Leader Program and 2014-2015 program participants.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

For children who are going to kindergarten from our Pre-K classes

In early April, the students will be given the opportunity to visit the kindergarten classes several times throughout the year to make for a smoother transition. When preschool and kindergarten classes do joint activities.

Reaching out once we have our list of incoming Pre-k and Kindergarten students we will encourage the families to:

- Attend an open house in the fall (many schools have these)
- Attend orientation in the spring
- Visit the school and meet the kindergarten teacher
- Shop for school supplies (teachers typically provide a list)

Communication between teachers

In addition to thinking about children and families, we also realize that it is also good for preschool and kindergarten teachers to network, share information, and do joint planning. So during the Monday Professional development time teachers across grades have the opportunity to participate in discussion groups in which preschool, kindergarten, and first grade teachers get together to talk about common issues. This networking shows families that teachers are working together to ensure all children learn and make progress toward achieving early learning standards.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers have an opportunity to participate in the review, selection and use of appropriate multiple assessment measures during weekly common planning time, which is built into their schedules. Weekly during the 80 minute professional development session along with the weekly common planning grade team meeting teacher engage in the activities of interpreting and using assessment results to improve instruction.

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	595,314.00	x	1,3
Title I School Improvement 1003(a)	Federal		x	2,4
Title I Priority and Focus School Improvement Funds	Federal		x	1,2
Title II, Part A	Federal	95,064.00	x	3,5
Title III, Part A	Federal	23,960.00	x	1,2
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,481,907.00	x	1,4

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) 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>THE FAMILY SCHOOL</u>	DBN: <u>09X443</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>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input 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>5</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>1</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 following program will help ELL students attain English proficiency while meeting State academic achievement standards. This program will be provided after school and is designed to serve ELL students in 2nd grade and students from grades 3-5 who have less than one year of schooling in English. This program will better prepare ELLs for city and state standardized tests as they move from grade 2 to 3 and those taking the test for the first time. The program is aimed at strengthening all four modalities in order to increase the number of students reaching ELL proficiency and help them to attain academic success.

The ESL After-School program, in collaboration with the classroom teachers, will provide additional instruction and activities with the following goals:

-To substantially strengthen the reading, writing, listening and speaking skills of the beginning and intermediate level ELL students.

-To raise the percentage of ELL students reaching English proficiency to 20%.

-To promote more participation in content area classrooms and improved performance of ELLs.

-To develop ELL students' higher order thinking skills using work model approaches that engage ELL students in critical thinking and Principles of Learning.

-To empower ELL students to become accountable for their learning.

-
• The program will take place from December 3, 2014 to April 2, 2015. It will be on Wednesdays and Thursdays from 2:30-4:30 and the language of instruction will be solely in English for grade 2 and in English/Spanish for 3-5 newcomers.

• 2 certified ESL teachers, 2 bilingual teachers and 1 common branches teacher will work with a total of 60 students from grades 2, 3, 4 and 5 with class sizes not to exceed 15. The content area teacher will work in conjunction with the ESL teacher to both plan and co-teach lessons to a group of ELLs. Through the use of 4 stations, the ESL and common branches teacher will have students rotate through each of the stations, with 2 being taught by the ESL teacher and 2 being taught by the common branches teacher. The lessons will be planned together to allow for ESL methodologies and strategies to be infused within the after school curriculum.

• We will be using Steck-Vaughn pair-it extreme audio books by Houghton Mifflin Harcourt, Lakeshore Word Family Readers by lakeshore and Phonics Funnies by Voyager Sopris Learning Inc.

Part C: Professional Development

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

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

Begin description here: _

Topic 1: ELLs and Academic conversation

Rationale: These workshops will place emphasis on building academic vocabulary in support of the

Part C: Professional Development

Citywide Instructional Expectations with a goal of strengthening student work and teacher practice for ELLs.

Dates: 11/21/14, 12/19/14, 1/23/15

Time: 9am

Name of Provider: Network 606

Audience: 1 Bilingual and 1 ESL teacher

-
Topic 2: ELLs: Building Academic Vocabulary

Rationale: This will be a Professional Learning Community (PLC). THIS PLC will be focusing on supporting the lowest performing ELLs around building academic vocabulary.

Dates: 12/15/14, 1/12/15, 2/10/15, 3/16/15, 4/13/15, 5/18/15, 6/8/15

Time: 2:20pm - 3:40pm

Name of Provider: Marilda Cruz

Audience: All teachers of ELLs

-
Topic 3: ELLs and Academic conversation (PD Turnkey)

Rationale: after analyzing the 2014 NYSESLAT data, we noticed that our students were lowest in speaking and listening. We are presenting this PD in order to better help staff to understand how to help students develop their oral language skills through academic conversations

Dates: 11/24/14

Time: 2:20pm-3:40pm

Name of Provider: Katie Bendykowski, Jose Codero

Audience: Teachers of ELLs

-
Topic 4: Assessment Learning in Action (PD Turnkey)

Rationale: this PD will help teachers of ELLs to collect and analyze data through assessment in order to plan thoughtfully for students' next steps

Dates: 11/24/14

Time: 2:20pm-3:40pm

Name of Provider: Michelle Carrasco, Phoebe Colange

Audience: Teachers of ELLs

Part D: Parental Engagement Activities

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

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

Begin description here: _

At P.S. 443 The Family School we believe that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at the school and teaching them to also work on assignments with their children at home. We also celebrate the different cultures in our school and promote cultural awareness and appreciation. We try to make every opportunity a learning experience not only for the students but also for their parents/guardians.

Topic 1: Title III Information Session for Parents

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

Provider: ESL Teachers

Part D: Parental Engagement Activities

Date: December 2, 2014

time: 2:20 -3:30pm

Audience: Parents of ELLs

-
Topic 2: NYSESLAT Information Session for Parents

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

Provider: ESL Teachers

Date: April 28, 2015

Time: 2:25-3:30

Audience: Parents of ELLs

-
Topic 3: "Family Breakfast"

Rationale: This encourages parents to come and learn about their child's school, ask questions and be a part of the school community. It is an opportunity for families to come to their children's classrooms from 10 am - 11am. This time enables families to participate in their children's learning and better understand how to help their children with schoolwork at home. This is particularly helpful for ELL families that are otherwise not able to assist their children with homework. The time allows the families to feel more of a part of the learning community and provide resources they need to help ensure their child success in the school and at home.

Date: 9/19, 10/31, 11/21, 12/9, 1/30, 2/27, 3/27, 4/17, 5/29, 6/12

Time: 8:00 am-11:00am

Name of Provider: This is presented by our parent coordinator, principal and a rotation of teachers.

Audience: All parents including parents of ELLs.

-
Topic 4: Weekly Parent Engagement

Rationale: During this time, the ESL team will reach out to parents as well as help teachers communicate effectively with the parents. We can discuss all relevant issues and help to bridge the gap between home and school which we know is extremely important for ELLs. Each month, the meeting will focus on one grade. At these meetings, standards being taught in that grade will be presented to parents. We would also review reading and math and give some examples of how parents can help their children with the standards.

Date: 12/16(Kindergarten), 1/27(First Grade), 2/24(2nd Grade), 3/31(3rd Grade), 4/21(4th Grade), 5/19(5th Grade)

Time: 2: 25-3:00

Name of Provider: This is provided by ALL teachers with support from out of classroom teachers.

Audience: All parents including parents of ELLs.

-
Topic 5: After School Celebrations

Rationale: Every other month for a 2 hour block, families will be invited to join students in the after school program to celebrate their accomplishments and hard work. During this time, students will share their work and we will have refreshments for both parents and students.

Date: Every other month: Dates not yet decided

Time: 2:25-4:30

Name of Provider: Teachers from the ELL after school program

Audience: Parents of ELLs

-
Topic 6: "College and Career Day",

Rationale: This day is aimed at encouraging ELLs to start thinking about the colleges they would like to go to and the career paths that they wish to follow. At the Family School, we believe in giving all students an equal opportunity to follow their dreams by equipping them with the tools they need to be ready for the working world. Select guests work meet with students to discuss their different careers

Part D: Parental Engagement Activities

and answer students' questions. Parents will also be addressed on careers and college matriculation.

Date: April 25, 2015

Time: The entire school day

Name of Provider: Representatives from city and state colleges, select working parents and special career guests

Audience: All students and parents including parents of ELLs.

The money for these forms of parents engagement come at no cost to Title III funds except for the refreshments being provided at the after school bi-monthly celebrations.

How Parents Are Notified:

Parents are notified via letters sent home with children in their home/school communication folders. The letters are translated into several languages for the diverse populations represented in our school. Additionally, fliers are posted around the school, notifying parents of workshops. Last, the parent coordinator, classroom teacher and/or ESL teacher reaches out to parents to notify them in person and on the phone.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 443
School Name THE FAMILY SCHOOL		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal PAMELA LEE	Assistant Principal SIMONE A NICHOLAS
Coach SABRIYA ELAM	Coach JANINE ESPOSITO
ENL (English as a New Language)/Bilingual Teacher PAULINA AKONU-ATTA	School Counselor KERRY-ANN TORRES
Teacher/Subject Area KATIE BENDYKOWSKI/ESL	Parent Irma Ortiz
Teacher/Subject Area JOSE CORDERO/ESL	Parent Coordinator Millicent Matos
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Leticia Rodriguez-Rosario	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	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	3
Number of certified bilingual teachers currently teaching in a bilingual program	6	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	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	526	Total number of ELLs	205	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	<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

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): SPANISH
Freestanding ENL	Yes <input type="checkbox"/>	No <input checked="" 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	0	0	0	0	0	0	0
Dual Language	1	1	1	1	1	1	0	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	205	Newcomers (ELLs receiving service 0-3 years)	171	ELL Students with Disabilities	41
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	34	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	0	0	0	0	0	0	0	0	0
DL	95	0	95	13	0	13	0	0	0	0
ENL	76	0	76	21	0	21	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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 <u>Spanish</u>	20	3	15	11	15	6	17	23	15	2	19	1	0	0	0	0	0	0	0	0
SELECT ONE		0											0	0	0	0	0	0	0	0
SELECT ONE		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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>135</u>	Number of students who speak three or more languages: <u>1</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	15	15	14	4	16	11	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	3	1	2	1	1	2	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	3	1	3	1	6	2	0	0	0	0	0	0	0	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)	17	8	4	8	11	8	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	3	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	10	14	14	4	12	14	0	0	0	0	0	0	0	0
Expanding (Advanced)	14	10	16	11	17	9	0	0	0	0	0	0	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	9	5	9	0
4	6	8	14	12	0
5	3	8	12	11	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1	0	3	0	7	0	12	0	0
4	9	0	5	0	15	0	11	0	0
5	4	0	9	0	16	0	5	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4	0	7	0	15	0	8	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	8	29	52	12	5	6	27	8
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our literacy assessment tools are the same for lower grades as they are for upper grades; TC reading, CCLS task for writing, Math DYO, and the NYSESLAT. In addition, teachers observe students using conference notes, informal running records, and module assessments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
With respect to the NYSITELL and the NYSESLAT, we have noticed several patterns. On the NYSESLAT In kindergarten, for example, many more students scored at an Beginner level than the Advanced level as compared to the other grades. Many more students in the higher grades, however, scored at the intermediate than the beginner levels. This demonstrates that as students progress through the grade levels they are reaching higher proficiency levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The data was used to inform small groups based on shared areas of need as well as individual areas of strength and weakness based on the previous years NYSESLAT and sampler tests. The data revealed that most of our ELLs are struggling with listening and speaking on the test, therefore allowing us to revamp our instruction.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Patterns across proficiency show that ELLs in the ESL program overall are fairing the best on the NYSESLAT; 5% beginners, 35% intermediates, 60% advanced.
 - N/A
 - N/A

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](#).] The Family School uses easy CBM as a schoolwide screener. Based on student assessments (TC Running Records, ReadyGen, GoMath, Writing Performance Tasks, MOSL) students are placed in different groups according to the skills they need to develop. We look at classwide data to determine Tier 1 or Tier 2 interventions. We have used Lexia, Reflex Math, Recipe for Reading and Foundations. We also began a newcomer program to focus on assimilation into the school and new culture of the community.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Staying up to date on current research and methodologies, we plan specifically for each student and small groups of students. By administering formal and informal assessments and then analyzing the respective data, we make sure that students changing instructional needs are considered. Students native languages and cultures are considered in lesson planning in order to maintain a sensitive and mutually respectful environment. We provide materials in both L1 and L2 in order to foster the language development of L2.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- a) For reading, our school will be using the Benchmark Assessment System from Fountas and Pinnell in both English and Spanish. For writing, students will be writing end of unit pieces in Spanish, which will be graded using school based rubrics. In mathematics, students will be taking end of unit assessments in the target language. Besides the specific assessment for each subject, in general students will be taking base, middle and end line assessments in the target language.
- b) There are varied levels of Spanish language proficiency for English Proficient students in the dual language program.
- c) N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our programs for ELLs by collecting and analyzing data to look for patterns and commonalities. We use the previous year's NYSESLAT data as a jump off point for the current year, looking to see which specific areas within each modality students excelled and underperformed in. These data points give us ways to tailor instruction for our ELLs so that we can see growth on the assessments we give during the year as well as the NYSESLAT. Through conversations with classroom teachers, we can also discuss and problem solve to better meet students needs and ensure success. Every student works towards a content and language goal in each lesson, and once those goals are met, they work with the teachers to create and master new goals.

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.
- In collaboration with the main office staff, the Push-In ENL Teachers and the ENL Coordinator conduct the following processes: In order to identify ELLs, all parents and guardians are required to submit a Home Language Survey as part of the registration process. Parents complete the HLIS with the assistance of a trained pedagogue to ensure valid parent responses. Spanish speaking families are supported with translations. Our ENL teachers involved in this process speak a variety of languages including Spanish and some African languages. If the HLIS determines that a student's only language is English, then the NYSITELL is not administered and the child enters the general education program. For other students, the language determination is made using the formula 1+2. If one question (Part 1: questions 1-4) indicates that the student uses a language other than English and two questions (Part 1: questions 5-8) indicate that the student uses a language other than English, then a language other than English is used at home. At this point, an Informal Student Interview is conducted. Interview responses are recorded, dated, and placed in the student's cumulative record. If the student only speaks a language other than English and/or the student's English proficiency level is low, then the NYSITELL is administered. The Spanish LAB for Spanish-speaking ELLs is also administered. NYSITELL and Spanish LAB administration is conducted by ENL licensed pedagogues. If the student scores below proficiency on the NYSITELL, the student is an ELL and is entitled to services. If the student scores at or above proficiency, the student is not an ELL and enters the general education program. At this point, parents are informed via an Entitlement Letter that their child is an ELL. An orientation is conducted in which parents are informed of their three program choices: Transitional Bilingual Education, Dual Language and Freestanding ENL. Parents watch the orientation video in the language of their choice and brochures are available in multiple languages. Additionally, translators are available in Spanish and African languages. The parents must select a program for their child. At the orientation, parents are told

that if 15 or more students on two contiguous grades request a Dual Language program that this program will be implemented as soon as possible. Students who score at or above proficiency test out of ENL. Students who score below proficiency continue to receive ESL services. This process is completed within 10 days of the student's registration. All ELLs are administered the NYSESLAT in the spring of the school year. Students are identified for testing according to ATS reports (RLAT). ENL licensed pedagogues administer this test in collaboration with the school's testing coordinator. A letter is sent to families informing them of the test dates in advance. Absentees for specific components of the NYSESLAT are contacted by teachers and the parent coordinator to ensure timely make-up. Students who score at or above proficiency test out of ENL. Students who score below proficiency continue to receive ENL services.

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

Newcomer ELL's are informally and formally assessed by the common branches teacher and the ENL teacher. If the students is assumed to have some interruption in education, the SIFE questionnaire is a filled out as well.

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).

In order to identify newly enrolled students with IEPs, we follow a similar process as we do when identifying students without IEPs. First the HLS is administered. If it is determined that the home language is one other than English, we administer the NYSITELL. Using the students' IEP, we make sure that all accommodations noted in the IEP are met when administering the test.

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

After the NYSITELL scores are determined, parents of students who are eligible for ENL services receive entitlement letters while parents of students who are not eligible for ENL services receive non-entitlement letters within five school days. Parents or guardians return a signed portion of the notice which is kept on file in the ELL compliance folder. Parents are notified of their child's placement in the program of their choice. We continue to try to reach parents who have not returned signed notices through the school messenger and at dismissal.

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).

During the ELL parent orientation, Parents of identified ELLs are informed verbally and in writing (translators available for native language) that they have a right to appeal the ELL status of their children within 45 days from enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At The Family School P.S. 443, parents and families of newly identified ELLs are invited to an orientation in which they are informed of the three program choices, ENL, Transitional Bilingual, or Dual Language. Kindergarten orientations are conducted where the ESL coordinator is present at the time to inform parents of information. The DOE orientation video is shown in the languages required by the families in attendance, that further explains each program. Specific questions posed by families are answered by teachers and staff as necessary. Pedagogues speaking the languages represented by the families in attendance provide translations. Within 10 days of enrollment, ELLs are identified, their parents are informed, and program choices are made. The required letters are also sent to parents according to the family's languages. On file in the ENL/Bilingual office are records of the date letters were sent as well as signed receipts for those ELLs who received continuing entitlement, entitlement and non-entitlement/transition letters.

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

In addition to the information mentioned in question 4, ENL teachers and our parent coordinator reach out to parents by means of letters and phone calls to explain how important these documents are. Often times, we make multiple copies and meet parents at dismissal to discuss the programs and obtain selections and signatures. We reach out to the classroom teacher and ask that they discuss the importance of these documents as well and help them to make a selection if needed.

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

In order to monitor the Parent Survey and Program Selection forms that have not been completed and returned, we keep alphabetized checklists with students' names on them for each form. When a form is returned, we check off that it has been received. If we do not receive a form from a student, there is a clear empty space by their name. Once this is noted, we can then reach out to the parent by giving another copy of the form and making a phone call/meeting at dismissal to discuss.

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

We have created a file that contains information about all of the ELLs in our school. We keep all letters on file in a secure place. During the orientation for families of ELLs, parents are given an additional opportunity to supply correct contact information to facilitate continued school-family communication. Parents are informed that if program selections forms are not returned, the default program for ELLs is Transitional Bilingual Education, although at P.S. 443 only Spanish speakers are accommodated in TBE. During the

parent orientation, after families have viewed the video and questions regarding the three program options have been fielded, parents are supported to complete the Parent Survey and Program Selection form, where they make a choice regarding the ELL program they desire for their child. A record of parental selections are kept on file and copies of originals are maintained in an ELL compliance folder. Original parent selection forms are placed in the child's cumulative record. All entitlement, non-entitlement, and continued entitlement letters are sent within 10 days of school starting or from the child's registration date. Parents or guardians return a signed portion of the notice which is kept on file in the ELL compliance folder. Parents are notified of their child's placement in the program of their choice. we continue to try to reach parents who have not returned signed notices.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). In addition to each child's cumulative record, we have binders in place for each form that are organized in alphabetical order. Each binder has a checklist with each student's name. Once the form is completed and returned, it is filed in alphabetical order and checked off from the list.
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.
We use the ATS report RLER to identify ELL's Eligible for the NYSESLAT. A memo is created to notify school staff of the impending test. A notice is also sent to parent about the upcoming test. The speaking test is first administered 1 on 1 by a licensed ESL teacher who is not the student's regular teacher. All ENL, Bilingual and other available certified pedagogues administer the Listening, Reading and writing sections of the NYSESLAT according to state regulations for testing. Attendance is taken during the test and a schedule is created to make sure that all Absentee students get a make-up withing the testing period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Each classroom teacher is given a folder with the continued entitlement and transitional support letters already filled out with all information besides the parents signature. These forms are distributed to students or directly to parents. Again, we check off when the forms were sent and received and make additional copies if necessary. The ENL team compiles the list of students, fills out the forms and gives folders to teachers, and then utilizes the checklist to maintain accurate records.
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).

Program Selection Choices for the past three year as as follows:

2012-2013

45% ENL 38%DL 17% TBE

2013-2014

40% ENL 50% DL 10% TBE

2014-2015

36% ENL 51%DL 13%TBE

For the past three years with our non-Spanish speaking parents and families of ELLs, the trend continues to be ENL. Parents are made aware of the availability of non-Spanish dual language programs in other schools, but most of those programs do not address the language needs of these families. Therefore the families continue to select ENL as their first choice and are always accommodated. Our Spanish-speaking families tend to select Dual Language to help their children develop literacy in both languages. We continue to register students throughout the year, many of whom are newcomers from Spanish-speaking countries. These families are particularly interested in placing their children in TBE or Dual Language programs and are always accommodated.

There had been several parents who have requested Dual Language programs across grades. As a result, P.S. 443 opened a Dual Language program in Spanish and English in kindergarten in 2012-2013 school year. In the 2015-2016 academic year, we would have Dual language Programs in all grades.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

This program has a combined push in/pull out method of instruction. Students are pulled from multiple classes within and across grades in order for the ENL teacher to provide services. Both homogenous and heterogenous groups are created based on students needs that allow them to have access to the classroom content as well as work on their language needs based on their proficiency level. Instruction is scaffolded and differentiated to incorporate the range of language proficiencies within a group. In this ENL program, instruction is delivered via whole group, small group and individual meetings.
 - b. TBE program. *If applicable.*

N/A-Our school has eliminated TBE for the 2015-2016 school year.
 - c. DL program. *If applicable.*

Self-Contained K-5-
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The Family School P.S. 443 offers , dual-language, and self-contained ENL classrooms, in addition to push-in services. There are four ENL teachers who push-in in order to meet the appropriate mandates. Support is given in the native language through preview/review, modifying materials, small groups to discuss content in Spanish. Lessons are differentiated by grouping students according to their language proficiency and areas of need. Native Language Arts in Spanish is provided one period a day through content area instruction.

For ELLs, in ENL, and dual-language classes, 360 minutes of instruction are provided for beginning and intermediate students, and 180 minutes of instruction are provided for advanced students. In ENL, mandated minutes are met through self-contained ESL classes or through push-in. ENL teachers teach all content areas in English using a variety of supportive methodology. Push-in ENL teachers push in primarily during the literacy block to best address listening, speaking, reading, and writing skills. Our goal is to help ELLs attain English language proficiency and for them to meet or exceed NY State and City Standards.
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.

Children are provided with multiple sources of information in order to assist them in building background knowledge and meaning about a concept through learner-centered instruction.

In all content areas, strategies for working with ELLs are utilized, such as graphic organizers, visuals, vocabulary introduction, small grouping with the teacher (in native language in DL). Native language materials are prevalent throughout the school in classroom libraries, including general education classrooms, DLclassrooms, and during ENL lessons. Home language materials are also available in the school library.

Social Studies: Social Studies instruction is done in English through CCLS. Materials in English are available at many different levels. In order to express understanding through products students in DL can express their understanding in Spanish.

Math: The instruction may switch to English instruction, but materials are available for them to complete their work in Spanish. Assessments are made available in both languages so that they can show understanding of the content area knowledge. In order for students to have more meaningful conversations about math (a focus of Go Math), students can participate in both English and Spanish. Previews and reviews in Spanish are provided during math instruction.

Science: Science is taught in English with a preview and review in the native language (only in TBE setting). Vocabulary is a key focus to prepare students for more hands-on investigations.

Language Arts/Literacy Development

Complex cognitive/literacy processes ie: prediction, inferring, making connections is scaffolded in English.

 - The modules make concepts more explicit when taught in English. Visual aids and language experience charts support learning. Hands-on products make content more engaging and accessible.
 - (In DL) Bilingual Centers/(In ENL) Centers: Learning/Task/Observation Centers that help students acquire content knowledge through exploration and interaction with materials that re-enforce and complement themes in addition to hands-on projects.
 - Content support and conceptual development are offered through differentiated instruction (i.e. small groups, visual/audio/kinesthetic support, scaffolded/tiered assignments). Linguistic pre-view/review/summary is given in small groups to students who need extra support in the native language (in TBE) and in English in ENL to make content area concepts accessible.

Comprehensive Literacy Plan:

Students are supported with both English and NLA development (in some components of Balanced Literacy in DL) through the following balanced literacy model:

Read Aloud (HLA), Guided Reading, Independent Reading (HLA), Unison Reading, Writing Demonstrations (persuasive, narrative, and informational), Shared Writing, Response to Literature and Independent Writing

Children will have opportunities for: Speaking, listening, reading, and writing experiences for a variety of authentic/meaningful purposes and audiences in both the Home Language and English Language.

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

The Spanish Lab is administered to new TBE or Dual Language students .

Writing: Writing assignments are allowed to be done in Spanish to see students' skills in their native language.

Reading: Informal assessments/conferences are done early on to determine their comfort level in reading (ability to decode and comprehend).

Math: Math assessments are available in Spanish.

Content areas: Students can demonstrate their understanding in Spanish if necessary (written or oral).

Standardized assessments (ELE) are also administered in 3rd, 4th, and 5th grade bilingual classes.

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

Teachers conference, do running records, conduct informal observations, and administer DYO's at least three times a year in order to assess all four modalities. Student also have the opportunity to share their work and use rubrics in classrooms. We administer NYSESLAT practice tests based solely on identifying individual students' areas of greatest struggle and success in each modality.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a)N/A

b) Spanish-speaking families of newcomers may choose between the TBE, Dual Language, and ESL programs for their children. These children will be assessed through Easy CBM, Go Math assessments, and other work samples that show mastery of CCLS. In the Dual Language, and Self-Contained classes, appropriately-certified classroom teachers will provide mandated ESL units. An after-school program will be implemented for Spanish-speaking upper-grade newcomers (3rd, 4th, and 5th) to receive literacy support in their native language as well as Basic English skills. In addition, 3rd, 4th, and 5th grade newcomers spend 20 minutes each morning with an ENL or bilingual teacher to practice fluency, basic conversations and basic English skills. Within the classroom, centers will be utilized to help students learn basic skills, and in the classroom they will have partnerships that will help them navigate their new classroom and school and utilize their English. Families with linguistic backgrounds other than Spanish will be served with the ENL program. These children will be assessed through Easy CBM, Go Math, and other work samples that show mastery of CCLS. In General Education classes, ENL Push-in mandated units will be provided by ENL teachers. Extra support will be provided to students who are not meeting grade-level benchmarks.

c)For the ELLs in this category, we have identified the students' modalities that are most in need of strengthening. We have analyzed the results of the NYSESLAT in order to pin-point whether the needs lie in reading or writing, because in our school these two areas are generally weakest. For writing, ENL teachers have been forming small strategy groups with these students that are based on assignments, informal assessments and conference notes data. In these groups, students have the opportunity to work on specific skills such as paragraph writing, using descriptive language, or grammatical points including subject-verb agreement and correct English sentence structure. In reading, these students also benefit from strategy groups within Guided Reading.

d) N/A

e) FELL's who are transitioning receive 90 minutes of Push-in ENL services. During this time, FELL's are placed small strategy groups based on assessments. Here their individual academic needs are addressed.

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.

Students who are re-identified as ELL or Non-ELL through the re-identification appeal will continue to receive ENL services during the re-identification process. Upon completion of the re-identification process, an entitlement letter or non-entitlement letter will be sent out to the parent or guardian.

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?

One instructional strategy that is used for ELL-SWDs that provides access to academic content areas and English language development is flexible grouping. Both students with disabilities and language learners are paired with general education

students. This model helps to provide this particular group of students with exemplars of academic content and language. Another instructional strategy that is used in the classroom is learning centers. Learning centers give language learners and SWDs the opportunity to engage in small group instruction with hands-on activities. All ELL SWDs receive mandated ESL requirements according to their proficiency level. ELL-SWDs whose IEP mandates monolingual instruction without ESL are provided with the ESL mandated requirements according to proficiency level.

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

Teachers are given the opportunity to scaffold and modify curriculum and instruction based on students' needs and goals on their IEPs. Many of our students that are labeled as language learners and SWDs are receiving SETSS services, which is one of the least restrictive environments that can be provided with an IEP. All these interventions are part of a teacher's schedule and administration has allowed the flexibility for these learning opportunities to take place in the classroom.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

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

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



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

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

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

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

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

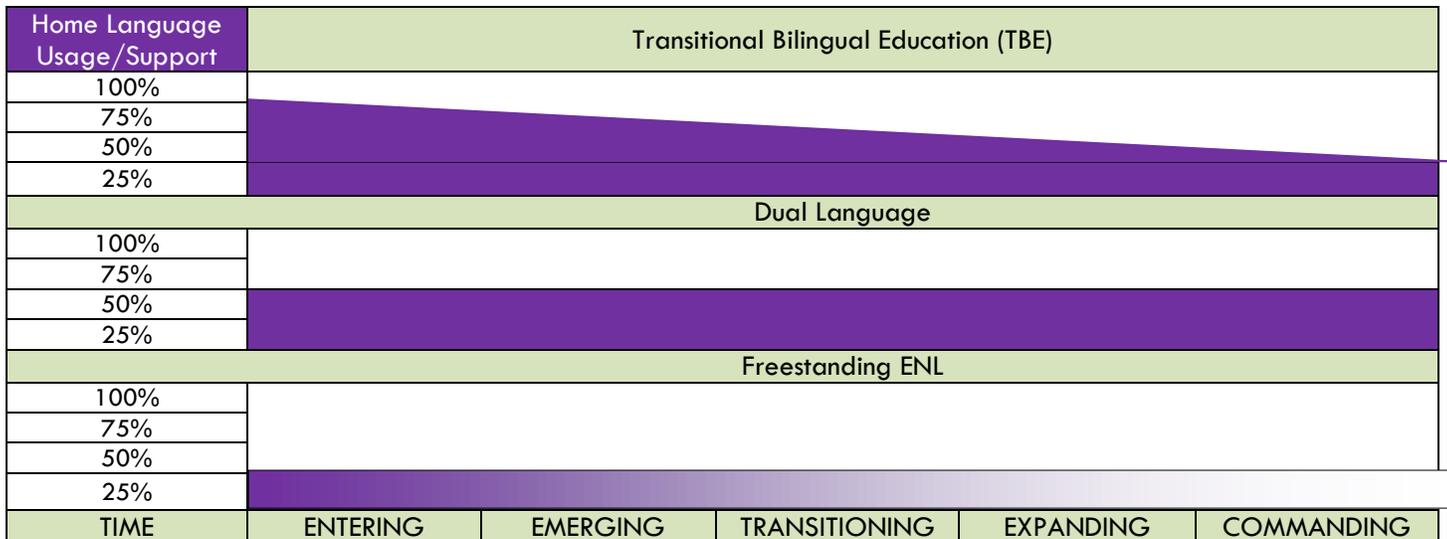


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our SIFE, Newcomers, longterm ELL's and SWDs are offered different intervention programs and are part of the schools RTI. ELLs in tier II in ELA receive intervention through LEXIA, and Recipy for Ready while Reflex Math is used as the Math intervention for tier ELLs in Tier II.
ELLs-SWD are placed in an ICT class where they are provided with two teachers. They are also integrated with general education students that serve as appropriate models in both language and in the content areas. Teachers work in small group instruction with these targeted students. These students are also part of our after school and ELL Saturday Academy programs. These programs have been formed for at risk students or students with high needs to ensure progression through small group instruction. ELLs with disabilities are eligible to receive intervention through SETTS in literacy and math.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Each lesson planned contains both a content and language objective. ESL teachers are working with classroom teachers to explore writing these objectives in alignment with the Common Core Learning Standards. In both ReadyGen and GoMath, there are opportunitites for scaffolding and vocabularly support for small group instruction for ELLs
12. What new programs or improvements will be considered for the upcoming school year?
The school will be introducing the Dual LAnguage programs in 3rd, 4th and 5th grades. Will also be using Fountas and Pinnel Benchmarck assessments for ELA.
ReadyGen and GoMath curricula will also be midified to address our school needs.
13. What programs/services for ELLs will be discontinued and why?
TBE programs in 3rd, 4th and 5th grades will be discontinues in the 2015-2016 academic year due to the increase in preference by parents for Dual Language Programs. :
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs receive physical education, music and art according to Part 100 requirements. Enrichment opportunities and all after-school programs are open to all students including ELLs. ELL students participate in all these offerings. The Family School is offering The Rising Stars after-school program, a Title I program, which supports test preparation for the ELA and Math state tests. Title III Immigrant Funding supports ELLs in preparation for the NYSESLAT. Regular Title III funding supports newcomers in literacy and oral language development. Both Title III programs are targeted for English Language Learners and occur after-school. General education teachers are supported through professional development workshops on best practices for ELLs. Also, TBE/ESL/Dual Language teachers plan collaboratively with general education teachers to support the use of best practices for ELLs. Bilingual classes are provided additional push-in support from paraprofessionals for over 50% of the week.
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.
A variety of instructional materials are used to support ELLs in ELA such as Wilson Foundations and Words Their Way. Realia, manipulatives, SMART boards, mimios, computer programs including Lexia, access to a computer lab and classroom laptop carts for each grade are also available.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ELLs receive native language support through literature available in Spanish. There are also glossaries, bilingual dictionaries and libraries available in ENL and Dual Language classrooms.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Grade-appropriate resources and support are provided within the ReadyGen and GoMath curricula. Teachers also provide grade appropriate visual and manipulatives to support students learning.
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).
Our ENL team compiled a Newcomer Kit to aide students with transitioning into our school. This is available in the registration packet. There are photographs of people and places in the school, websites for parents to access in their native languages, a photo ring of basic needs students can use to practice before coming to school and while in school, such as bathroom, nurse, etc. Our bilingual/ENL teacher works with newcomer students for a minimum of two weeks to aide in the transition process.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a) In our Dual Language program, instruction is delivered in both languages. We use the 50-50 self-contained language model, which means that we teach 50% of the time in English and 50% of the time in Spanish. EP's and ELL's are integrated all day. Languages are alternated every other day. For reading, our school will be using the Benchmark Assessment System from Fountas and Pinnell in both English and Spanish. For writing, students will be writing end of unit pieces in Spanish, which will be graded using school based rubrics. In mathematics, students will be taking end of unit assessments in the target language. Besides the specific assessment for each subject, in general students will be taking base, middle and end line assessments in the target language.

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.)
We have an expansive professional development plan for ALL teachers of ELLs at The Family School. Our certified ENL and bilingual teachers attend network PDs such as ELLs and Achievement, RTI for ELLs, ELLs: Building Academic Vocabulary and others. The information and practices from these PDs are then turn-keyed to all staff, in order to ensure professional development that spans grade levels and content areas. Our ENL and bilingual teachers also plan and present in-house PDs to teachers of ELLs, such as Content Strategies for ELLs. Many of these PD's are determined at the beginning of the year so teachers know well in advance and can also work towards an area of need.
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?
See #1 above
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Block scheduling by content areas in June, multiple "Transition to Middle School" workshops with parents provided by GC and AP, collaboration on "Duran Project" with BronxWorks CBO to keep alumni in touch with each other and provide an adviser to check in with students.
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.
PLC every other Mondays will be ELL specific for teachers of ELLs to engage in a book study, research and share practices. On the other alternating Monday, teachers will facilitate share sessions of promising practices for their colleagues, which will include topics related to ELLs. Teachers keep records of PD activities on their individual PD Plan as aligned to their self-selected PD goals, in consultation with supervisors at their Beginning of Year Conference (BoYC).

C. Parental Involvement

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

During parent engagement sessions on Tuesdays, meetings are planned with parents to discuss ELL students' progress. These will be done with the ENL/Bilingual Support Teacher who, in conjunction with the classroom teacher can speak to the students' goals, language development progress, language proficiency assessment results and language development needs in all content areas. Interpreters and translators will be provided on the basis of need as often as possible.

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.

For these phone calls, letters and meetings, teachers will have sign-in sheets that notes student name, parent name, date and time of meeting and topics discussed, which will be filed and kept for future reference.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. This past year, we worked diligently to ensure parental involvement and access in our school. We offered a series of parent workshops, presented by our ENL and bilingual teachers as well as community members to focus on student and parent support. Each session focused on an area such as: Looking Towards the Future: How to Support Your Child in Middle School, High School and Beyond with the Common Core, ENL Literacy Support for Parents and Students and Life Skills. We provided refreshments and sent personalized invitations home to parents of ELLs. We encourage and welcome parents to spend time in their child's classroom to get to know the curriculum and routine. All workshops are planned and organized in accordance with state standards and parents are informed of the importance of the standards as they work to help their children succeed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with multiple CBOs. Bronx Works provides free ENL classes for parents of ELLs and our parent coordinator develops workshops with Bronx Works to better assist families with literacy and math homework support. There are also free workshops provided to families for conflict resolution and we partner with translation and interpretation services to allow families access these programs.

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

We evaluate the needs of parents by sending home a survey asking parents what they would like to learn about/discuss. We also look at the demographics of our neighborhood and school and plan/implement workshops based on our noticings and what we find to be lacking in the greater community. During parent conferences and meetings, the needs of parents are discussed and reported to ensure we meet the needs that are brought to our attention. We also determine the needs of parents through data on target populations, registration packets, PTA and SLT meetings, and by word of mouth from the parent coordinator.

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

These activities are designed to educate families, make them aware of services in the community, connect them to CBO's and provide support. The activities address the needs because we focus on what the families in our community require: health, educational, cultural and recreational programs, social support and training and family/school life.

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: **09** School Name: **x443**
Superintendent:

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.

During registration a Home Language Identification Survey is filled by all parents. The Family School's written translation and oral interpretation plans are based on the data collected from the HLIS. (ATS report RHLA as of November 2013).

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.

Based on the Data from the preferred Language form filled by parents at the beginning of the year, 45% of parent opted for English as their preferred Language, 36% chose Spanish, 1% chose Bengali and 1% chose 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.)

Newsletters-Monthly

Memos such as testing dates, school closings, after-school/Saturday school, any letter that is distributed to all parents

Report cards/Progress Reports

Invitations to parent workshops

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

Open school night

Parent-teacher conferences

Dean and Guidance Counselors call to parents

Parent orientations

Phone call/meetings during our weekly parent engagement session

SLT

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.

Letters and Notices sent home to parents are in English, French, Bengali and Spanish. School Messenger automatic phone system is also used. At all school events and activities, translation services are provided for parents by staff members as well as by volunteers. Staff members that have parents who communicate through other languages use "The Translation & Interpretation Unit" which is posted in the main office. As much as possible, we use in-house school staff for the bulk of the translations.

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.

We will continue to use The Translation and Interpretation Unit, school staff, parent coordinator and volunteers to meet the requirements for our school's translation services.

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.)

Teachers receive professional development on how to access the translation and interpretation services. Language ID guides are available during all parents engagement sessions.

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

We will continue to use The Translation and Interpretation Unit, school staff, parent coordinator and volunteers to meet the requirements for our school's translation services.

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)

Parent surveys will be taken during parent - teacher conferences and other parent engagement sessions as well as informal conversations with school staff, whether in main office or classroom.