



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE *FORWARD* SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11/X/287

PRINCIPAL: ADRIENNE PHIFER **EMAIL:** APHIFER@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH A. WHITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Adrienne Phifer	*Principal or Designee	
Matthew Carrasquillo	*UFT Chapter Leader or Designee	
Pamela Coleman	*PA/PTA President	
Roderick Taylor	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Castella Mckenzie	Member/ Assistant Principal	
Manjola Kozi	Member/ UFT Representative	
Sadian Redway	Member/ PA Secretary	
Tabetha Noney	Member/ PA Member	
Keith Pratt	Member/ PA Treasurer	
Diane Forte	Member/ PA Member	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Improve teacher effectiveness by developing a shared understanding of instructional excellence through the use of the Danielson Framework to ensure that all teachers receive a minimum of 8 observations with written feedback to guide the development of instructional planning and practice.

Comprehensive needs assessment

- Student performance and progress on the 2010-2011 Progress Report indicates that overall performance in ELA declined 20% on the 2011 New York State standardized assessments
- The New York State Accountability report indicated that the school did not meet AYP in ELA for any subgroup

Instructional strategies/activities

- Principal and AP's will conduct a minimum of 8 formative observations for each teacher using Charlotte Danielson's Framework
- A research-based rubric will be used for all teachers
- Teachers will engage in continuous self-reflection on selected competencies using the Danielson Rubric/Framework
- Principal, AP's and/or coaches will develop and implement a coherent PD plan for teachers that integrates the selected components of Charlotte Danielson's rubric
- School leaders set up and follow a schedule for teacher observation and feedback using the Danielson teacher observation tools
- **Individual professional development plans for each teacher will indicate steps toward progress and movement to the next level within the continuum indicated on the Danielson rubric**
- **Teacher self-assessments on selected components of a research-based rubric will identify teachers' acknowledgement/acceptance of a starting point within each competency to develop individualized support**
- **NYC School Survey results: a minimum of 50% of teachers agree that school leaders give them regular feedback about their teaching**
- In response to the drop in overall proficiency in ELA, staff and students will collaboratively develop curriculum coherent with new CCSS, and continue to improve strategies to assess performance and accordingly adapt instructional practices to meet the unique demonstrated needs of every individual student. As a result, students will achieve proficiency on the NYS E.L.A Exam in May 2011.
- In response to the drop in overall proficiency in ELA and Math for ELL students and SWD, we will close the achievement gap by improving individual and overall performance of Students With Disabilities (SWD) and English Language Learner (ELL) by one level on teacher-created rubrics by June 2012
- ELA teachers will conduct WRAP (Writing and Reading Assessment Profile) on each student in September, January and May. Teachers will record and analyze the results for the purpose of small group instruction placement and to monitor reading progress.
- ELA teachers will set goals with groups of students based on assessment results and desired outcomes (September), and monitor progress with quarterly meetings (December, March, May), documented in Student Assessment Portfolio's (SAP's)
- Acuity Predictive (January) and Diagnostic ITA's (Instructionally Targeted Assessments – November, March) provides item skills analysis to further inform individual student instructional needs.
- Specific targeted workshops, inter-visitations and instructional rounds based on results of November ELA teacher surveys
- Ongoing review and development of grade level curriculum maps to guide instruction.
- Utilize weekly grade & department meetings to develop quarterly standardized ELA tasks and rubrics by grade level (October, December, March, May)

coherent with CCSS, which create authentic assessments, develop common expectations, promote sharing of strategies & practices and provide a fully triangulated feedback loop for students, staff and students when added to classroom assessments and Acuity data.

Strategies to increase parental involvement

- Host monthly academic and family events
- Develop and distribute a school newsletter to keep parents informed
- Develop school website to inform, engage and interact with parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Integrate the Danielson framework's teaching competencies into our teacher interview and hiring process
- Candidates will be invited to conduct CCLS-aligned lessons as part of the second round of our interview/hiring process

Service and program coordination

- Children's First Network support around targeted professional development for rubrics and teacher observation
- Scheduled rounds and outside school visits for Assistant Principal's using observational tools with coaching
- Coaching meetings provided by Children's First Network 608
- Inter-class visitation scheduled for teachers to support one another
- Teacher led professional development using authentic classroom examples and practices that have been established as "best practices" for our population
- Collaborative school visitation and coaching amongst campus schools to discuss best practices and share new and innovative strategies surrounding rubric usage and data implementation

Budget and resources alignment

- Title I – Professional development materials secured surrounding Understanding by Design materials, Teacher's College materials, and outside coaching
- Fair Student Funding allocation used to secure teaching materials, Teachscape applications (to assist in rapid delivery of feedback) and Network Assistance
- Teacher scheduling to allow for meeting times and PD

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- **Students will show progress in using evidence to support arguments. 70%** of students will demonstrate progress in the effective use of evidence to support arguments to arrive at viable conclusions in ELA and Math by increasing a minimum of one rubric level by the end of June 2012

Comprehensive needs assessment

- Student performance and progress on the 2010-2011 Progress Report indicates that overall performance in ELA declined 20% on the 2011 New York State standardized assessments
- The New York State Accountability report indicated that the school did not meet AYP in ELA for any subgroup

Instructional strategies/activities

- Teachers will implement a minimum of one performance task in ELA and one in mathematics aligned to strategically selected common core standards
- Teachers will develop and implement collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- Teachers meet weekly in PLT's to assess student work and plan lessons that demand evidence to support a claim.
- Teachers meet bi-weekly in PLT's to develop a rubric to assess the use of evidence to support a claim.
- 70% of students will advance a minimum of one rubric level in the "use evidence" area of the rubric developed by teachers pre-assessment to post-assessments
- Teacher-developed tasks and rubric will be aligned to the Common Core and used for pre- and post-assessments, along with samples of student work.

Strategies to increase parental involvement

- Increase parents' use of our Parent Resource Center/Area , which contains computers for parents' access to ARIS Parent-link and instructional materials
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year
- 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
- Schedule and hold ELA and Math parent nights to assist parents with the material being covered if needed
- Post all major assignments in advance on JupiterGrades.com for parents to review

Strategies for attracting Highly Qualified Teachers (HQT)

- Provide regular constructive feedback to support teachers' development with regard to specific competencies
- Develop individual professional development plans for teachers as well as group assessment of needs through content area
- On-going process of inquiry allows for teacher's to actively develop new strategies through common planning time (3 periods per week) with members of their grade-level team, content area team and inquiry team
- Clear expectations for teachers through the school's goals, the Danielson Framework and individual goal setting to encourage teachers to develop proactive strategies to improve their practices

Service and program coordination

- Targeted professional development and Children's First Network support for the implementation of the Chancellor's Initiatives
- Scheduled rounds and outside school visits for Assistant Principals and coaches using the Danielson Framework's observational tools
- Coaching meetings provided by Children's First Network 608
- Classroom management workshops via Teachers College and AUSSIE
- Inter-class visitations scheduled for teachers to support one another
- Collaborative school visitation and coaching amongst campus schools to discuss best practices and share new and innovative strategies surrounding rubric usage and data implementation

Budget and resources alignment

- Title I – Professional development materials secured surrounding Common Core, Teacher's College materials, and outside coaching
- Fair Student Funding materials used to secure teaching materials, Teachscape applications (to assist in rapid delivery of feedback) and Network Assistance
- OTPS – resources for teachers such as books, novels, teacher materials, computer access, JupiterGrades.com
- Programming to include meeting times for PLT's during the regular school day as well as PD times during the day (coverage, substitutes)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Develop staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom and school culture conducive to academic achievement. Reduce the number of suspensions based on classroom incidents by 5% from last school year.

Comprehensive needs assessment

- OORS Monthly Incident Summary Report
- Indicators on the School Learning Environment Survey indicate that students did not feel safe in the school.

Instructional strategies/activities

- Our internal PBIS Team will develop tools and host lunch and learn sessions for implementation of positive discipline to ensure that 90% of the staff is trained in Positive Behavior Intervention System by June 2011.
- PBIS Team will work with administrators to help develop school culture and climate team by refining school-wide PBIS rules and procedures incorporating lessons from RTI and PBIS training.
- School leaders emphasize and reinforce relevant rules and procedures throughout school year.
- Review the specific question from the Learning Environment Survey related to Communication for Parents, Students, and Teachers and recognize areas in need of improvement to refine understanding and address the school's needs
- reflect on the successes of current methods of parent notification and interaction and search for ways to increase their effectiveness
- Review the Home Language Survey to determine which families require translations of official DOE communications
- Utilize current bilingual staff for translations during parent meetings and phone calls
- Diversify the methods of communications to reach more families
- Monitor the FORWARD School website to ensure that teacher sites are regularly updating gradebook (*Jupitergrades.com*)
- Provide parent workshops related to high school articulation, ARIS Parent Link, Family Literacy Night/Family Math Night, ESL, Assessment, and developing Learning Leaders

Strategies to increase parental involvement

- Support school-level committees that include parents as 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
- Provide opportunities for parents to help them understand the accountability systems, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- Increase parent involvement via more regimented Parent Outreach

Strategies for attracting Highly Qualified Teachers (HQT)

- Provide regular constructive feedback to support teachers' development with regard to specific competencies
- Develop individual professional development plans for teachers as well as group assessment of needs through content area
- On-going process of inquiry allows for teachers to actively develop new strategies through common planning time (3 periods per week) with members of their grade-level team, content area team and inquiry team
- Clear expectations for teachers are established through the school's goals, the Danielson Framework and individual goal setting to encourage teachers to

develop proactive strategies to improve their practices

Service and program coordination

- Targeted professional development and Children's First Network support for the implementation of the Chancellor's Initiatives
- Scheduled rounds and outside school visits for Assistant Principals and coaches using the Danielson Framework's observational tools
- Coaching meetings provided by Children's First Network 608, Teachers College and AUSSIE
- Inter-class visitations scheduled for teachers to support one another
- Citywide and Network support developing and implementing Tiers I and II of PBIS

Budget and resources alignment

- Title I – Professional development materials and outside coaching
- Fair Student Funding materials used to secure teaching materials and Network Assistance
- OTPS – resources for teachers, SWIS, nominal gift incentives for students, incentive trips and school-wide events

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2012, 100% of teachers will use the Inquiry Process look closely at current student work in order to strengthen instructional practices and support students toward meeting the expectations for rigor demanded by the CCLS

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- **PLT's will use the results of their cycle of inquiry to ensure that appropriate instructional adjustments are made and lessons are shared across grades and disciplines**
- The Data Specialist will work with all PLT's to ensure that they are trained in and understand the inquiry Process
- Data Specialist will work with PLT's to support the development of hypotheses and action plans
- Teachers will engage in a minimum of one cycle of inquiry in order to improve instructional practices and student performance in a targeted area and/or with a targeted group of students
- Teachers will collaboratively review the results of individual classroom studies and, summarize and share their findings in a 2-4 page report, share the lessons, strategies and tools developed over the course of the study cycle
- Teachers will use Common Core Library, ARIS Connect and Learn, and Periodic Assessments to further their personal understandings of data analysis, use of data to support student learning, effective grouping and differentiating instruction to meet the needs of students
- The administration and select staff will attend summer training detailing the Common Core State Standards and will turnkey the information throughout the school year during common collaborative periods and professional development days
- The administration will continue to foster and expand the implementation of the Inquiry Process to become a regular component of each teacher's daily practice
- Weekly scheduled common planning/collaboration periods during which time is scheduled for discussions related to teachers' Inquiry work
- Staff development time utilized for whole staff/small group sharing of Inquiry work
- Inquiry Team Newsletter produced quarterly
- Professional Development - teachers receive scheduled time for discussion • Inquiry Groups have specific progress monitoring protocols • Programming allows for weekly common planning periods • Summer training for the administration and select staff regarding Common Core State Standards • Ongoing teacher training related to implementing the Common Core State Standards

Strategies to increase parental involvement

- 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**
- **Post all major assignments in advance on JupiterGrades.com for parents to review**

Strategies for attracting Highly Qualified Teachers (HQT)

- Provide regular constructive feedback to support teachers' development with regard to specific competencies
- Develop individual professional development plans for teachers as well as group assessment of needs through content area
- On-going process of inquiry allows for teacher's to actively develop new strategies through common planning time (3 periods per week) with members of their grade-level team, content area team and inquiry team
- Clear expectations for teachers are established through the school's goals, the Danielson Framework and individual goal setting to encourage teachers to develop proactive strategies to improve their practices

Service and program coordination

- Targeted professional development and Children's First Network support for the implementation of the Chancellor's Initiatives
- Coaching meetings provided by Children's First Network 608, Teachers College and AUSSIE
- Inter-class visitations scheduled for teachers to support one another
- Teacher led professional development using authentic classroom examples and practices that have been established as "best practices" for our population

Budget and resources alignment

- Title I – Professional development materials obtained to support staff understanding of Common Core
- Fair Student Funding materials used to obtain teaching materials, Teachscape application and Jupiter Grades and Network 608 support
- OTPS – resources for teachers such as books, novels, teacher materials, computer access, JupiterGrades.com
- Programming to include meeting times for PLT's during the regular school day as well as PD times during the day (coverage, substitutes)
- ARRA RTTT allocation to support citywide implementation of Chancellor's Initiatives
- ARRA RTTT Data Specialist allocation to support teacher understanding and use of data to improve practices and student outcomes

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

We will work to ensure that more staff and parents are empowered to participate in school decisions. As such, 5% more teachers will respond “strongly agree” or “agree” to “School leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school.” Additionally, the number of parents who attend regular monthly parents’ Association meetings will also increase by a minimum of 10%

Comprehensive needs assessment

- The Learning Environment Survey

Instructional strategies/activities

- Teachers, the Chapter Leader, parents and administrators will meet monthly to discuss issues at school and work to resolve them
- The School Leadership Team will work to actively recruit parents and other staff members to provide input to the CEP
- The Parent Coordinator will strengthen outreach to parents to improve participation in school-wide events
- The PBIS Team will actively recruit parents, teachers and students to improve development and implementation of positive discipline and recognition

Strategies to increase parental involvement

- 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 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 schools 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 our 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Establish the development of the home-school partnership as one of the school’s priorities during the interview process
- Elicit suggestions for improving parental support from qualified candidates
- Engage new hires in developing strategies to reach out to parents and maintain active logs of communication

Service and program coordination

- Targeted professional development and workshops for parents evenings and Saturdays
- Teacher led professional development

Budget and resources alignment

- Title I – Professional development materials
- Fair Student Funding for instructional materials and Network 608 support
- OTPS – resources for teachers and parents
- Parent coordinator and Parent Coordinator OTPS allocations
- Title I 1% Parent involvement allocation

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>We are using components of the Workshop Model to strengthen our students' reading comprehension and writing skills: 1. Teachers design mini-lessons based on the CCSSs. Each mini-lesson will provide a demonstration of the designated skill by applying specific strategies and exemplars; Visual, auditory and kinesthetic modalities are engaged through the use of technology and genre based resources that support explicit instruction for students in need of academic intervention. 2. Independent or small group tasks are aligned to grade specific student work products that are developed to assess mastery of the unit standards. Rubrics and feedback will guide next steps and keep students informed of their progress as learners. 3. Teachers are required to maintain a weekly conference schedule to reflect targeted needs to be remediated during small group and one-to-one interventions with students who require assistance in managing the daily assignments.</p> <p>The program will provide opportunities for a limited teacher intervention schedule when teachers will:</p> <ul style="list-style-type: none"> • Use data from pre and post unit assessments to monitor student progress and schedule re-teaching opportunities for individual or groups of students in need of additional instruction or to determine if alternate approaches need to be developed. • Select students to participate in two separate inquiry cycles. Targeted students are chosen based on their performances during assessments, teachers form hypotheses about their performance and apply interventions and examine their effect on mastery. • Design differentiated learning centers to support test sophistication based on Acuity results and in preparation for the NYS 2012 E.L.A. Assessment. • Identify students that require specific skills-based activities to build proficiency (as prescribed in their SMART Goals) and will utilize the <u>SRA Reading Program</u>, <u>Options</u> and <u>Finishline</u> programs for individualized support, monitored by their E.L.A. teachers and paraprofessionals • Conduct sections of the WRAP twice a year for each student. Results will be recorded and used to form small groups, set goals and monitor progress in fluency and comprehension. <p>Design activities that are extensions of classroom tasks for non- proficient and borderline proficient students mandated to attend After-school and Saturday Academy Intervention sessions. Emphasis will be placed on meeting individual needs in a setting devoted to</p>
Mathematics	<p>The Forward School of Creative Writing curriculum for mathematics has been designed to achieve a balance among concepts, skills, and problem solving. The curriculum stresses rigorous concept development, differentiation, presents realistic and relevant tasks, and keeps a strong emphasis on computational skills. At all grades, the curriculum encourages students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to</p>

	<p>other disciplines. These applications are vital in support of our students' successful completion of the 2011 – 2012 Chancellor's Initiative of Common Core Tasks.</p> <p>The curriculum encourages spiraling or re-teaching of prerequisites in order to enhance the understanding of current topics. Each concept is to be taught and learned with both rigor and depth, building on previous concepts and skills and employing them in the service of new ideas. Fewer topics, together with sample tasks, student work, and commentary, provide clear expectations for student performance, guide instruction, and allow for a careful alignment of instruction and assessment.</p> <p>The Forward School provides academic intervention through our AIS push-ins. We target students that were close to the median of the previous math state exam. In other words, students who scored an upper two or lower three on the math state exam are eligible for this service. The teacher will assist with the strands that are being covered by their respective teachers during independent practices.</p> <p>Our after-school program and Saturday Academies offer academic intervention to our lower performing students. In addition to guidance from our school-wide curriculum, teachers use supplementary materials that will specifically addresses basic arithmetic needs.</p> <p>Saturday Academy and After-school sessions are designed to facilitate remedial services as well as an extension to the classroom activities. Students not performing of grade level are required to participate in these programs. Through a chosen curriculum such as Math Coach, Empire State, or Aim Higher, teachers drive these lessons through mathematical manipulative and more of a individualized attention.</p> <p>The Forward School offers an Accelerated Integrated Algebra class in which our 8th grade students are prepared for the first mathematics course in the high school. The focal point of this course is the algebra content strand. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, fine arts, and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Problem situations may result in all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions.</p>
<p>Science</p>	<p>The Science department at the Forward School of Creative Writing utilizes the New York State intermediate level science core curriculum. It is written in a manner that assists teachers and supervisors as they prepare curriculum, instruction, and assessment for the intermediate level (grades 6, 7, and 8) content of Standards 1, 2, 4, 6, and 7 of the New York State Learning Standards for Science. The Performance Indicators for each Key Idea are statements of what students should be able to do to provide evidence that they understand the Key Idea. It addresses only the content and skills to be tested by the Intermediate Level Science Assessment. The curriculum focuses on understanding important relationships, processes, mechanisms, and applications of concepts. Less important is the memorization of specialized terminology and technical details. At the Forward School, students are asked to explain, analyze, and interpret scientific processes and phenomena more than their ability to recall specific facts. The general nature of these</p>

	<p>statements will encourage the teaching of science for understanding, instead of for rote memorization.</p> <p>The philosophy of the department is to meaningful spiral and scaffold students' skills and strategies mastery in those areas that are targeted as in need of improvement through hard and soft data assembled from daily workshop model class work to include small group and independent work, student/teacher conferences, individual and group projects, unit quizzes and tests. During weekly and one on one meeting with coaches, teachers examine student work, modify plans and unit assessments for those students with I.E.P's and English as their second language.</p> <p>The Forward School provides academic intervention through our AIS push-ins. We target students that were close to the median of the previous math state exam. In other words, students who scored an upper two or lower three on the math state exam are eligible for this service. The teacher will assist with the strands that are being covered by their respective teachers during independent practices.</p> <p>Our after-school program and Saturday Academies offer academic intervention to our lower performing students. In addition to guidance from our school-wide curriculum, teachers use supplementary materials that will specifically addresses basic arithmetic needs.</p> <p>Saturday Academy and After-school sessions are designed to facilitate remedial services as well as an extension to the classroom activities. Students not performing of grade level are required to participate in these programs. Through a chosen curriculum such as Math Coach, Empire State, or Aim Higher, teachers drive these lessons through mathematical manipulative and more of a individualized attention.</p> <p>The Forward School offers a Living Environment class in which our 8th grade students are prepared for the first Science course in the high school. The focal point of this course is the science content strand. The Living Environment Core Curriculum is an elaboration of the science content of the mathematics, science, and technology learning standards document and its Key Ideas and Performance Indicators. Key Ideas are broad, unifying, general statements of what students need to know.</p>
<p>Social Studies</p>	<p>The Social Studies Curriculum, at each respective grade level, will address developmentally appropriate core curriculum skills in the teaching-learning activities within each unit; a baseline, midline and endline will be administered to students at each grade level to assess their skills development progress along the way; differentiated instructional activities will be incorporated into the academic day for teacher interventions via small group instruction and one-to –one interventions</p> <p>Social Studies teachers, in their PLT, will work closely with the E.L.A. PLT to monitor students' skills progress during units in both disciplines; Social Studies teachers will use a format similar to the one employed by E.L.A. teachers regarding the usage of engaging materials and resources that support students in visualizing concepts, understanding content specific vocabulary as well as making connections that help students to relate to and retain the information from each unit of study. The writing process will be used to improve students' ability to construct effective short responses, building extended responses and full-length essays; at each grade level, students in the Social Studies classes will engage in Exit Projects, at their respective developmental levels, that will open up interventions by E.L.A. teachers to work closely with Social Studies teachers monitor organization, citation implementation, writing flow and student author's</p>

	<p>voice development; intervention times will be planned to assist those students; Social Studies and E.L.A. teachers and students will also engage in one inter-disciplinary project during the academic year which will require teacher interventions with students deemed “in need of assistance.” AIS will be provided via individual and small group support in-class.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Our full-time guidance counselor offers students at <i>Forward</i> rigorous support from students’ point of entry through eighth grade high school application process and the ultimate eighth grade commencement. She is the liaison between school and home on behalf of the student. But, by no means does she lack in high expectations for students’ appropriate academic and social behavior. She is the advocate for special education students and, in partnership with the S.E.T.T.S. teacher, meets bi-monthly with the Special Education Team. The guidance counselor is point person for varied and tiered levels of counseling and interventions and facilitates in-house and off-site referrals to programs for teen and family awareness on pertinent and timely issues.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>On an ongoing basis, the school psychologist makes referrals to agencies and programs outside the school to address the particular social, emotional and / or recreational needs of individual students. And in the event of an emergency or imminent crisis, my regular duties are suspended so that I can assist the school(s) at such times. My door is open to students, teachers and parents in this capacity, which includes:</p> <ul style="list-style-type: none"> • Ensuring parents feel comfortable and understood in our meetings. That they are enlightened regarding their student’s classification, special educational program and are made aware of the vital role they serve in the academic development of their child. With regard to this latter point, providing specific at home strategies for critical reasoning, behavioral management and the importance of setting long term career goals are shared with parent. • When recommendations are made for outside assessments, I will make a package inclusive of all specific data in support of the referral. • Collaborating and consulting with mental health professionals within the school building and outside agencies. • Making arrangements for additional DOE assessments, consulting with these professionals and securing space for testing, including organizing in school redeployed assessments. • The rapport established between myself and students often transcends the assessment process. These students will be allowed to seek me out to discuss an issue important to them. <p>Test data is shared with students and parents in a manner that is ego - preserving and meaningful. Students are given suggestions on how to support the students academic and intellectual development. Every student who has a specific career goal is given a print out from the Occupational Outlook Handbook site. It provides information on the educational requirements, salary range, related careers and outlook for their chosen profession</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The At-Risk Social Work School plan is designed to identify students at risk of falling behind academically due to behavioral and social related issues. It is intended to reach-out to students and their parents whose aspirations are to achieve, despite existing negative psychosocial stressors within a targeted environment albeit in the home or the community.</p> <p>A variety of preventive Social Work intervention plans are used to deliver services to our students and their parents within the eight-week intervention plan module.</p>

	<ul style="list-style-type: none"> • Crisis Intervention: Comprised of assessing existing psychosocial stressors (complicated bereavement, Terrorist attack, housing) affecting the student in the school environment and reaching out to the parent and/or care giver to intervene using a Behavioral Intervention Plan and/or referral to community based agencies for on-going case management services. • Mental Health and Medical based referrals to local agencies for optimal health. <p>Collaboration of services to ensure the well being of a child and family with various agencies i.e. Administration for Children Service, YMCA, Human Resources Administration, Social Security Administration, and Family Court.</p>
At-risk Health-related Services	Guidance, attendance teacher and school nurse refer to outside agencies. No at-risk health-related currently services available on this campus.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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 our school. Therefore, our 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 our school and the families. Our 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 our school community. Our 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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;**
- **In consultation with the parent association executive committee we will use portions of the 1 percent to host a Pot Luck dinner in December, host a breakfast for the graduating seniors, put down a deposit for their senior trip and separately, host Family Day for parents and their children in June.**

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

Our school, 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 and 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11X287 **School Name:** The FORWARD School of Creative Writing

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Did not meet AYP in ELA. Did not meet AYP in ELA for Students with Disabilities.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Each class has been assigned 2-3 periods of writing instruction during the regular school day. In addition, we will operate 2 ELA academies to address reading comprehension and writing. Our weekday academy will address reading comprehension. Our Saturday Academy will address deficiencies in writing for all students who performed at or below proficiency level 2.5 on the 2010-2011 NYS ELA exam.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The Title I 10 percent will be used to fund a teacher to support ELA instruction, planning, implementing the Chancellor's instructional initiatives for 2011-2012 and the ongoing development of ELA curriculum. In addition, the ELA Liaison will support teachers' ongoing inquiry into their instructional practices and support the full implementation of the Common Core Literacy Standards across disciplines in order to help raise the level of rigor with which instruction is planned and implemented.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Each new teacher is assigned a buddy-teacher, with whom they meet once each week to discuss instructional strategies, conduct instructional intervisitations and/or discuss impediments to successful teaching and strategize solutions to the challenges they face. In addition, our ELA liaison and Math Coach meet with their departmental PLT's a minimum of two periods each week to examine student work in order to modify/strengthen instruction and review departmental data.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will distribute the parent notification letter via backpack home method. In addition, we will follow this up with a Voice-master message to all parents asking them to ensure that they receive this very important communication from our school. The notice will also be posted on our Parent Coordinator's Parent notifications bulletin board, located just outside of our office. main

<p>Reading Comp Academy Tuesdays & Thursdays</p> <p>Time: 3:15 – 5:15</p> <p>Number of Students: 50 per grade Total Students: 150 Number of teachers: 4 Total</p>	<p>Start Date: January 3rd</p> <p>Dates in January: 3rd, 5th, 19th, 24th, 26th, 31st – <i>Number of days for this month: 9</i></p> <p>Dates in February: 2nd, 7th, 9th, 14th, 16th, 28th, – <i>Number of days for this month: 6</i></p> <p>Dates in March: 1st, 6th, 8th, 22nd, 27th, 29th – <i>Number of days for this month: 9</i></p> <p>Dates in April: 3rd, 5th – <i>Number of days for this month: 2</i></p>	<p><u>TEACHERS' SALARIES</u></p> <p>Total Number of Days: 26 x 2 hours per day = 52 hours 52 hours x 4 teachers = 208 hours 208 hours x \$41.98 = \$8731.84</p>	<p><u>SUPERVISOR SALARY</u></p> <p>26 x 2 hours per day = 52 hours 52 hours x 1 Supervisor = 52 hours 52 hours x \$43.94 = \$2,284.88</p>
<p>Writing Academy Saturdays</p> <p>Time: 9:00-12:00</p> <p>Number of Students: 50 per grade Total Students: 150 Number of teachers: 3 Total</p>	<p>Start Date: January 7th</p> <p>Dates in January: 7th, 14th, <i>Number of days for this month: 2</i></p> <p>Dates in February: 4th, 11th, 18th – <i>Number of days for this month: 3</i></p> <p>Dates in March: 3rd, 10th, 17th – <i>Number of days for this month: 3</i></p>	<p><u>TEACHERS' SALARIES</u></p> <p>Total Number of Days: 12 x 3 hours per day = 36 hours 36 hours x 3 teachers = 108 hours 108 hours x \$41.98 = \$4533.84</p>	<p><u>SUPERVISOR SALARY</u></p> <p>12 x 3 hours per day = 36 hours 36 hours x 1 Supervisor = 36 hours 36 hours x \$43.94 = \$1581.84</p>
SUB-TOTAL for programs		\$13,265.68	\$13,265.68 + \$3866.72 +
Total for books and supplies			\$1986.02 +
Professional Development & Curriculum Planning		7 teachers @ 3 hours each – 21 hours X \$41.98=\$881.58	\$881.58 +
Total			\$20,000.00

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jose Ruiz/Rudy Rupnarain	District 11	Borough Bronx	School Number 287
School Name Forward School of Creative Writing			

B. Language Allocation Policy Team Composition

Principal Adrienne Phifer	Assistant Principal Stacy Borjas
Coach Cynthia Bailey	Coach
ESL Teacher Manjola Kozi	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Roderick Taylor
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications

Please 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 ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	243	Total Number of ELLs	14	ELLs as share of total student population (%)	5.76%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway. 

17Paste response to questions 1-6 here

During the summer, when a parent brings a child to register, the student is administered the Home Language Survey by the Principal. However, at the beginning of each academic year, when a parent registers a child, the student is administered the Home Language survey by Ms. Kozi . HLIS is an informal assessment which includes an oral interview in English and the Native language where possible. When an ELL student registers at our school, we use a staff member to translate. If this is not possible, the Pupil Accounting Secretary calls over phone interpretation service to ensure a smooth process. Our Science teacher and school aide are able to communicate fluently in Spanish. The LAP team monitors retrieval of all forms. Our supervisory school-aid who is also the pupil accounting staffer, with the attendance teacher, collaboratively target all students whose home languages are identified as other than English. Entitlement letters are sent home in the appropriate home language and monitored for speedy retrieval. Home phone calls, follow up letters and, eventually, home visits are made if necessary. In the case of new students transferred from outer districts and from other states whose records are not complete, screening is done by the team with the cooperative observation of the E.L.A teacher to determine if the child indicates the need for the administration of the LAB-R. Home phone calls letters, home visits and outreach to other districts are made on behalf of those students in order to ascertain all crucial testing, academic and placement histories.

This information is then used to identify students who may require LAB-R testing. Ms. Kozi our ELS teacher, orients the parent on the transitional Bilingual Program, Dual Language Program and ESL Program, of which our school has the latter. The parent is then given a parent survey and program selection form on the spot to complete in his/her native language. Our parents have always opted to place their children in our ESL classes. Within ten days, our certified ESL teacher administers the LAB-R and uses the results to determine the proper programming and scheduling for the student. The student continues ESL services and takes the NYSELAT each spring until he or she scores a proficient. When the results of the NYSELAT are published, parents are given a continuation of services letter if their child has not passed and congratulatory letter if they have passed, which explains that they are still entitled to one more year of ESL services if they so desire.

The program model, which is Freestanding ESL, is aligned with the parent request. This year, upon completion of the first marking period, we will offer a parent workshop where we will reiterate the ELL process and the ESL methodologies in the classroom as well as explain all of the enrichment services we offer to assist in the preparation for the NYSESLAT. We will request translators from the Department of Education in a timely manner to ensure that we have translators at the workshop.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							5	3	6					14
Total	0	0	0	0	0	0	5	3	6	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	4

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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	1	1	6	0	3	4	0	1	14
Total	4	1	1	6	0	3	4	0	1	14

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second 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							4	2	5					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian									1					1
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	3	6	0	0	0	0	14

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Instruction for our ELL population is delivered through a combined, push-in pull-out model in a freestanding ESL program. The groups of students are heterogeneous with mixed proficiency levels. Intermediate and Beginner students are pulled out/pushed in one group of eight students and advanced students are pulled out/pushed in another group of six. Beginner and intermediate students are pulled out for 90 minute blocks on Tuesdays, Wednesdays, Thursdays and Fridays for 90 minute blocks and the advanced students are pulled out for four periods a week—two 90 minute blocks on Mondays, on Tuesdays and Thursdays. The ESL teacher plans with the E.L.A team and gives extra support to students to ensure that they build language while paralleling instruction. The primary focus of instruction is the development of content area strength and language development in the four modalities, and to develop higher order thinking skills, as the students listen, speak, read and write. The teachers in the program implement Teacher’s College modified version workshop model, choosing the components and methods most appropriate to the needs of the current group of students, and the implementation of best practices through accessing prior knowledge, guided questions, graphic organizers, read alouds/think alouds, use of visuals, storytelling, dialogues. Furthermore, emphasis is put on vocabulary instruction which includes a diversity of methods intended to investigate the relationship among words, word origin, word structure and meaning. In ESL we differentiate for Newcomers and SIFE through WRAP assessment to see the student’s reading. This allows the teacher to address the specific needs of students. We can only use WRAP assessment for newcomers if they speak in English and read at a second grade level or higher. Then we use the repetition of letters and phonics. Students are taught to communicate effectively through development of vocabulary, reading of texts as well as writing about themselves and their culture. Students are provided with high quality instruction in the areas of Reading, Language Arts and Writing through use of textbooks, technology and other resources.

Our ESL student receive ample help in writing as well. On a monthly basis, the ESL students receiving various alternative assessments(rubrics, individual/group projects, portfolios, self/peer assessment, teacher observations, conferencing, checklist).Both the classroom and ESL teacher have been using graphic organizers and thinking maps to help the students to organize and brainstorm their writing ideas.On a bi-weekly basis students are grouped and regrouped according to the following: specific writing goals, writing activities, and individual writing needs.Students repeatedly work with their peers to accomplish many writing learning tasks. The ESL teacher pulls out the ESL students twice a week for two 90 minute sessions in a group of five and works with their writing-concentrating on essay writing as well as writing conventions. Furthermore, the teacher involves them in collaborative writing where they work together with other ESL students to plan, draft, revise, and edit their compositions.Both ESL and classroom teachers tailor activities to match student’s level of English proficiency. Furthermore, ESL students with writing needs are able to use the word-processing equipment, working collaboratively on writing assignments using persona laptop and school desktops, under the teacher’s guidance.They are involved in pre-writing activities which include encouraging group and individual planning before writing, organizing pre-writing ideas, prompting

A. Programming and Scheduling Information

them to plan after providing brief demonstrations of how to do so, or assigning reading material pertinent to a topic and then encouraging them to plan their work in advance. They are involved in Inquiry projects which engage them in activities that help them develop ideas and content for a particular writing task by analyzing immediate, concrete data (comparing and contrasting cases or collecting and evaluating evidence). By doing this the students are able to sharpen their inquiry skills and improved the quality of their writing. The ESL teacher works on making student's inquiry activities effective by setting clear specified goal (e.g., describe the actions of people), analysis of concrete and immediate data (observe one or more peers during specific activities), use of specific strategies to conduct the analysis (retrospectively ask the person being observed the reason for a particular action), and applying what is learned (assign the writing of a story, incorporating insights from the inquiry process. Students are provided with good models for each type of writing that is the focus of instruction. They are encouraged to analyze these examples and to emulate the critical elements, patterns, and forms embodied in the models in their own writing. Our students are also encouraged to write content essays on Science, Social Studies. The ESL and content area teachers use writing-to-learn activities to enhance our students' writing skills. Moreover, the ESL and ELA teachers give explicit grammar instructions to the ESL students who need help with writing through systematic teaching of the parts of speech, structure of sentences and writing conventions.

For students who have been receiving services 3-6 years, we use Formal as well as Informal assessment. For formal assessment we use rubrics, quizzes and WRAP assessment. As informal assessment Accountable Talk and Teacher-Student conferences as well as peer and self-assessment are conducted.

For long term ELL's who have completed six years of ESL services and those who have reached an advances level on the NYSESLAT exam, teachers use instructional strategies that enable them to master skills necessary to function academically. These students engage in peer and self-assessments as well. Explicit grammar instructions, through teaching of the parts of speech, structure of sentences and writing conventions are also being utilized.

ELL's who are identified as having special needs such as speech, resource, counseling or full time special education are serviced as per an individualized educational plan, upon completion of an evaluation by the School Based Support Team. An IEP meeting including the ESL teacher convenes to review student's academic, functional, and second language needs. The IEP team members reviews the academic history, ESL summary, and all other pertinent information to jointly determine the appropriate services for students with special ED needs. Our special education students are part of a self contained classroom. Our special education students receive individual instruction- they work individually with the ESL teacher. Students receive small group instructions in a self contained classroom setting and they also receive one on one paraprofessional help. Our ESL special education students receive small group instructions- groups of six to seven through our pull out program. On a monthly basis ESL teacher consults with the classroom teachers and the paraprofessional to provide strategies, interventions, and support for our Special Ed-ESL instruction. All teachers work with our ESL special education students to determine if the language level of the content is appropriate for them. On a monthly basis, our students receive various alternative assessments (rubrics, individual/group projects, portfolios, self/peer assessment, teacher observations, conferencing, and checklists).

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

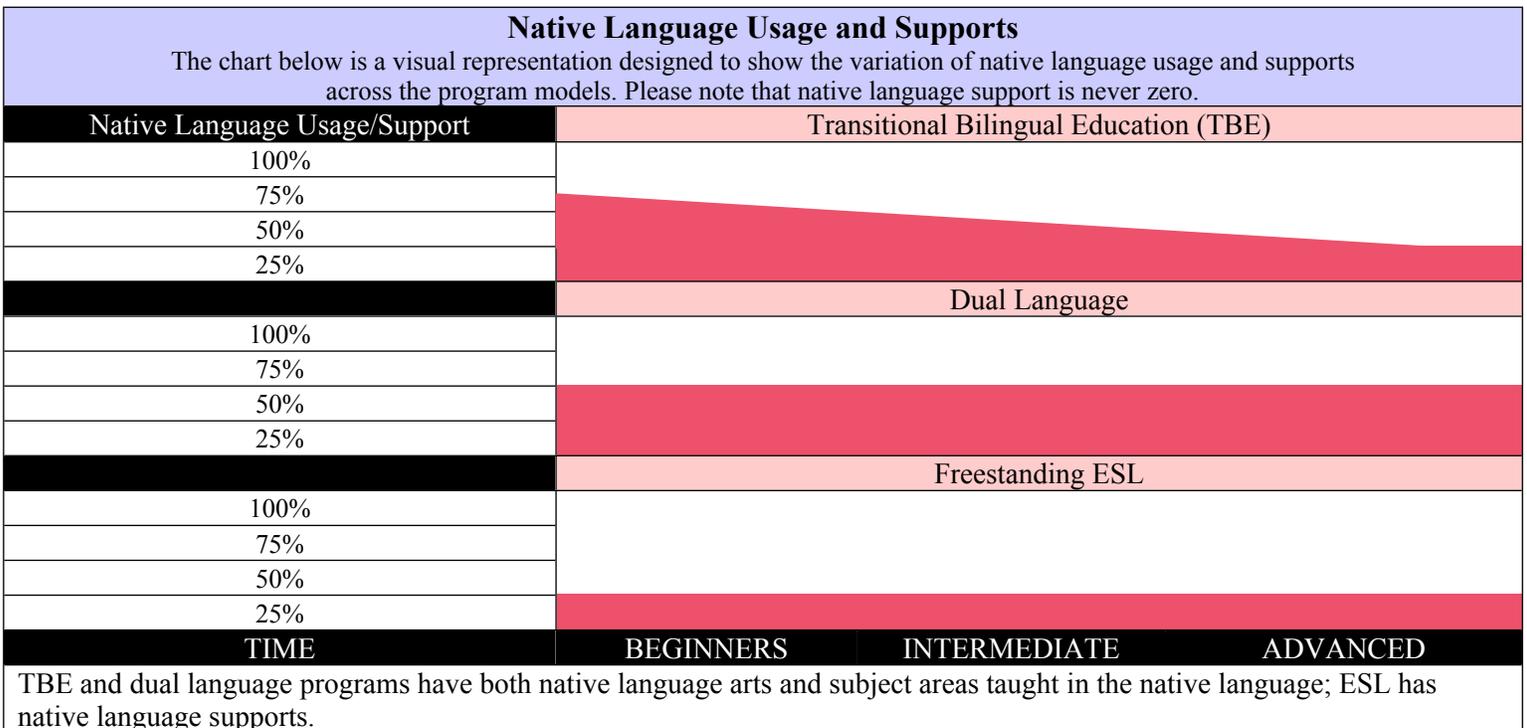
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

All English Language Learners are eligible for After School Tutoring and are grouped according to proficiency level regardless of grade. During after school tutoring, the goal is to develop proficiency in English; therefore the language of instruction is English. Students receive literacy instruction using reading intervention program such as "Wilson". And student progress is monitored through formal and informal assessments. During our after school program, students receive homework help in the areas of Social Studies, Science and Mathematics.

Students who have scored an intermediate or advanced on the NYSESLAT are invited to attend After School for NYSESLAT Prep. The school also offers ELA and Math Prep during after school tutoring.

All ELL students are entitled to all extracurricular and support services that we offer to the entire body. This includes Specialized High School, Regents High School program, and the Inquiry Team

As we continue to assess our ELL program, we realize that we tend to focus on our Spanish speaking students; therefore, we are making a conscious effort to ensure that our students arriving from other countries are given the same amount of attention.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Teacher of ELL's meet weekly with the Literacy Coach, Math Coach, Lead Social Studies Teacher, and Lead Science Teacher (From

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Paste response to questions 1-3 here

Teacher of ELL's meet weekly with the Literacy Coach, Math Coach, Lead Social Studies Teacher, and Lead Science Teacher (From September to June) to ensure effective implementation of best practices. Our ELA and Math PLTs are sensitive to the needs of our ELLs and have worked to infuse documentation of goals, strategies and progress of targeted ELL students at bi-weekly meetings. This ensures the use of data from LAB-R, NYSELAT, ELL Period Assessment, Acuity, Content Area Interim Assessments and ELA and Math scores to drive instruction. In addition, our ESL teacher and Assistant Principal attend all available professional development workshops together; upon their return, they both develop a plan to turn-key strategies and skills they have acquired. This effort fosters collaborative lesson planning, and an updated approach to understanding the on-going needs of our ELL population.

We offer monthly Lunch and Learn sessions based on our bi-weekly review of SNAP Grades (An on-line record of student grades/progress). The ESL teacher, in collaboration with coaches and Assistant Principals, present this information to teachers. Teachers then work with the team to develop strategies and methodologies that will improve learning.

Professional Development Program

- Ongoing training of staff by LSO (from September to June) to ensure effective implementation of best literacy practice
- Monthly meetings with Assistant Principal and teachers of ELL students to foster collaborative lesson planning and alignment with NYS standards, training/modeling focused on small group instructional strategies and using vocal music and drama strategies for purposes of English language development
- Development of ELL Teacher Team to document goals, strategies and progress of targeted ELL students on ARIS
- Use of the writing process in the content areas
- Use of data from LAB-R, NYSELAT, ELL Periodic Assessment and ELA scores to guide instruction
- Cognitively guided language instruction/direct modeling of strategies
- Collaborative learning communities within the classroom
- Build on prior knowledge
- Culturally responsive instruction
- Technology enriched instruction
- Quality feedback on student work
- Bi-Weekly PLTs- focused on looking at student work

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

The Parent Association and Parent Coordinator work collaboratively to involve our entire parent body, which include parents of ELLs. They advocate at the School Leadership Team meetings, Curriculum Team Meetings, Graduation Committee Meetings, Articulation Committee Meetings. They offer Parent Orientations during Open-School Night. They provide information to parents at Parent-Teacher Conferences which are held in November and February. They hold Parent Association Meeting monthly and they produce a monthly calendar and newsletter. Parents are invited to student Celebration Assemblies, Field Trips, dances, and an Annual Family Day: celebrating families

After the students are administered the LAB-R and are classified as Language Learners, we invite the parents in and show them the parent orientation video and give them the parent choice survey. During this time we also give parents another survey created by the ESL teacher asking parents what school based and outside language activities are needed for them to successfully be involved in their children's education. During this time we also evaluate the language needs of the parents and work as a team to accommodate those needs. Then, the ESL teacher has an open discussion with other teachers about ways to help parents of Language Learners, help their children.

As a result of the open discussions with teachers, our principal sees the need to offer workshops to parents of ELLs during Saturday Parent

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As a result of the open discussions with teachers, our principal sees the need to offer workshops to parents of ELLs during Saturday Parent Academy. This might increase participation of ELLs in all our programs. A survey will be given to parents in December to assess their needs. We intend to focus on topics such as: Resume Writing, Interviewing Techniques, Basic Computer Skills and How to Help Your Child Prepare for the NYSELAT. All workshops will be provided in English with native language support and taught by our certified ELL teacher. Each Parent Workshop will be held on Saturday, while their children are attending Saturday Academy classes.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSELAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1	0					2
Intermediate(I)							1	0	3					4
Advanced (A)							3	2	3					8
Total	0	0	0	0	0	0	5	3	6	0	0	0	0	14

NYSELAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	1	0				
	I							0	0	0				
	A							2	3	2				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							2	2	3				
	B							1	1	0				
	I							1	0	2				
	A							3	2	2				
	P							0	0	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	3	0	0	5
7	1	1	0	0	2
8	2	3	0	0	5
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3	0	2	0	0	0	0	0	5
7	2	0	0	0	0	0	0	0	2
8	2	0	3	0	0	0	0	0	5
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

As an instructional team, we assess the early literacy skills of the entire student population. Students were assessed during the first marking period and we found the majority of our Beginners and Intermediate ELL students are reading and writing well below their grade level. The assessment results show that we must continue to differentiate instruction and address students' individual deficiencies. We will

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>x=11</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adrienne Phifer	Principal		11/30/11
Stacy Borjas	Assistant Principal		11/30/11
Roderick Taylor	Parent Coordinator		11/30/11
Manjola Kozi	ESL Teacher		11/30/11
	Parent		11/30/11
	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		11/30/11
Cynthia Bailey	Coach		11/30/11
	Coach		11/30/11
	Guidance Counselor		11/30/11
	Network Leader		11/30/11
	Other		11/30/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **11X287** School Name: **Forward School of Creative Writing**

Cluster: **6** Network: **608**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Our school population comprises of 5.35% of English Language Learners(13 ELL students). The majority of the parents are spanish speakers. Two of the families speak French and one family is Arabic speaker. However, most of the translations needed require a Spanish speaker.Forward School of Creative Writing uses information for Home Language Surveys along with a survey sent home for parents to fill out on preferred language of communication. Furthermore, in order to assess our school's written and oral interpatation we assure that after the students are administered the LAB-R and are classified as Language Learners, we invite the parents in and show them the parent orientation video while also giving them the parent choice survey. During this time we also give parents another survey created by the ESL teacher asking parents what school based and outside language acitivities are needed for them to successfully be involved in their children's education. During this time we also evaluate the language needs of the parents and work as a team to accommodate those needs. Then, the ESL teacher has an open discussion with other teachers about ways to help parents of Language Learners, help their children.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Although our primary language is Spanish we still need translation services for the families who speak French and Arabic. Communications sent home are translated from English to Spanish all the time but we also need to translate the documents for the families who speak the other two languages.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Translation services will be provided by both school staff and or outside vendor. Translated documents will be provided to parents in need of language assistant services. To assure that we provide the service in a timely fashion we will contact the DOE's Translation Unit and send them the documents to translated. Once the documents are translated we will distribute the translated documents to parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services will be provided by both school staff and or outside vendor. One of the science teacher as well as two our school aides, are fluent in Spanish and they will provide oral interpretation for the parents who are Spanish speakers. One of our staff members is also fluent in French and she will provide oral interpretation for our French speaking parents. In order to adress the language needs of the parents who speak Arabic, we will contact the DOE's Translation Unit and require translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

School will determine within (30) days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.

Parents will be advised that they may choose to rely on an adult friend/companion or relative for language and interpretation services and if such not available school will provide translation services.

Copy of Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services will be given to parents in their language if available.