



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE FORWARD SCHOOL  
**DBN (i.e. 01M001):** 11X287  
**Principal:** SHANQUIA L. DIXON  
**Principal Email:** SSINGLE@SCHOOLS.NYC.GOV  
**Superintendent:** ELIZABETH A. WHITE  
**Network Leader:** RUDY RUPNARAIN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Shaniquia Dixon	*Principal or Designee	
Matthew Carrasquillo	*UFT Chapter Leader or Designee	
Mr. Harold Issacs	*PA/PTA President or Designated Co-President	
	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	
Ms. Mary Bridges	Member/ X	
Ms. Semoun Liverpool	Member/ X	
Gina Pluviose	Member/ X	
Derek Chmielewski	Member/ X	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

	Indicate using an "X" in the box to the left of each section that the section has been completed
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve teacher effectiveness, with meaningful formative feedback and next steps from short, frequent cycles of formative observation.

..."Throughout the 2013-2014 school year, all instructional teachers will receive formal feedback that includes analysis of performance data to inform professional development planning aimed at improving teacher practice and student performance. The principal and Assistant Principal will visit each teacher's classroom based on their selected Teacher Effectiveness observation option (1 or 2) and will provide teachers with formative written feedback aligned to the Danielson Framework. Formative feedback from observations will be provided within 48 hours of all observations and will be tracked via the ADVANCE

### 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.

Established as an expectation for all NYC public Schools and as part of the Chancellor's Citywide Instructional Expectations for 2013-2014

Data from 2012-13 Progress Report; Received an which indicates that teaching performance must be improved

Data from the most recent quality review

Data from Learning Environment Survey

Available Teacher Data Reports

Classroom Observations; Focus on Domain 1 (Planning) and 3 (Instruction)

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Using a research-based observation tool (Teachscape) school leaders will set up and follow a schedule for teacher observation and formative feedback aligned to the Danielson Framework
2. Providing training to staff on Teachscape and Danielson Framework as well as on Advance, the new teacher effectiveness system
3. Principal and assistant principals will develop and implement coherent professional development plans for teachers based on observation reports and findings
4. Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations

#### B. Key personnel and other resources used to implement each strategy/activity

1. Personnel: School administration, teachers, teacher teams, Instructional Team. Resources: Teachscape, Advance
2. Personnel: School Administrators, Talent Coach and Network. Resources: Aris Learn, Common Core Library, Danielson Framework, Network PD, Principal Portal
3. Personnel: School Administrators, Teachers, Teacher Teams. Resources: Danielson Framework, Aris Learn, Common Core Library, Engage New York, Teachscape

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Surveys and Reflections sheets will be given at the beginning and end of each observation. Teachers will complete self-reflection sheet at the end of each observation to monitor their progress. A needs assessment will be used to determine PD offerings. PD will be differentiated based on individual needs.
2. Using formative feedback, teachers should be progressing towards meeting the highly effective category on all competencies on the rubric
3. Using surveys, feedback and observations, teachers and administrators will evaluate and rate the PD's effectiveness and relevance to the teacher practice
4. Use Aris Learns PD modules. Staff will watch video clips and rate videos on a given competency using a rubric. As a staff we should rate each video with the calibrated rating 80% of the time.

#### D. Timeline for implementation and completion including start and end dates

1. September 2013-December 2013
2. September 2013-June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. During Professional Periods, teachers will meet with administrators for feedback and debriefing.
2. Using teacher-team meetings and Common Planning Periods, staff will be engaged in PDs and study group sessions
3. Lunch and Learn PDs will be offered based on teacher surveys
4. Afternoon PDs will be offered throughout the year to provide opportunities for teachers' professional growth

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1-Parents will be made aware of new teacher evaluation system during PTA meetings, SLT, and Parent Meetings. And Second Cup Of Coffee meetings with the Principal

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

We are part of a learning community so teachers will facilitate some of the teacher –team meetings. Administrators will meet with teachers to provide meaningful feedback. School administrators and the Network will implement PDs throughout the year. Staff will have the opportunities to attend workshops at the network and DOE and they will turnkey information to our staff.

### **Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Deepen and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school-wide Instructional Expectations (CIE). By the end of the 2013-14 School Year, all students will participate in two content based literacy tasks (social studies and science) aligned to select CCLS in ELA as demonstrated by authentic student work that reflects the major work of the grade as indicated by the CIE.

By the end of the 2013-14 school year, all students will participate in two math tasks aligned to selected CCLS as demonstrated by authentic student work that reflects the major work of the grade as indicated by the CIE.

### **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.

- Data from 2012-13 Progress Report; Received an which indicates that teaching performance must be more rigorous
- Data from the most recent quality review
- Data from Learning Environment Survey
- Classroom Observations utilizing Charlotte Danielson Framework for Teaching rubric
- Data from student work
- Feedback form teachers

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. School administrators will meet weekly with teacher teams to coordinate the CCLS work across the grades and use protocols and rubrics to look at student work that support a level 4.
2. Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS in the curriculum.
3. Teacher teams will meet weekly to design and edit formative and summative assessment tools in order to change and update the content of the curriculum maps
4. Teachers will develop a shared understanding of the CCLS and the expectations of Citywide Instructional Expectations by immersing in rigorous and ongoing professional development.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Personnel: School administrators and teachers. Resources: Common Core Learning Library, Engage New York, Aris Learns
2. Personnel: School administrators and teacher teams. Resources: Common Core Library, Aris Learn, Engage New York and Teachscape
3. Personnel: School administrators, talent coach and network, teachers, DOE personnel. Resources: Common Core Library, Network PD, Principal's Portal, Aris Learn

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Curriculum Maps with UDL Components, DOK level 3 culminating tasks and evidence of appropriate text complexity
  2. Teacher team meeting schedules/logs/minutes
  3. Formative and Summative assessment tasks
  4. Teacher observations using the Danielson Framework Domain 2 ( Instruction)
- D. Timeline for implementation and completion including start and end dates**
1. September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. School administrators and teachers will meet weekly during Common Core Planning sessions. Teachers will meet weekly during grade team meetings. Instructional team will meet for curriculum planning sessions. Staff will attend PDs after school and during Lunch and Learn. Staff will have opportunities to attend Network Professional development and turnkey to staff.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1- Parents will be informed about the implementation of the CCLS in the curriculum and the Citywide Instructional Expectations during the PTA meetings, SLT meetings, and curriculum nights. They will receive newsletter that inform them about the curriculum, unit maps, and Common Core Learning Standards.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase the frequency of using data to drive instruction and incorporate data talk in their professional conversations and in their lesson plans. By June 2014, we will see an improvement in how teachers use data to drive instruction which will reflect in their data binder and student progress.

**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.

- Data from 2012-2013 Progress Report; Received an on the Student Progress section of this report
- Data from Learning Environment Survey
- Review of Data from student report cards and internal data-tracking system
- Evidence of lack of data usage

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teacher teams will participate in PDs regarding the use of data to drive instruction.
2. Administrators and teacher teams will meet to align curriculum with assessment, instruction, and Common Core Learning Standards.
3. Inquiry team will meet to set up protocols to look at student work, develop research-based strategies, implement the strategies, and analyze data to make school-wide decisions
4. School administrators and teachers will meet to look at the data and lesson plans in order to examine how the data is used to drive instruction for student improvement.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Personnel: Administrators, teachers, talent coach and network. Resources: Aris Learn, Common Core Library, Network PD
2. Personnel: Administrators and teachers. Resources: Aris Learn, Common Core Library, and Citywide Instructional Expectations
3. Personnel: Administrators and teachers. Resources: Aris Learn, Common Core Library, Teacher-created lesson plans
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Teachers will develop lessons that include tiered tasks for all students at least 80% of the time
2. Teachers will use their curriculum binders to show individualized plans based on data collected
3. Teachers will use formative assessment, timelines, and tracking sheets to show student progress
4. A rubric will be used to assess the curriculum binder to see how well teachers are using data to drive instruction.
5. Teachers lessons as well as lesson plans will be reviewed to ascertain if the data is being used to inform instruction
<b>D. Timeline for implementation and completion including start and end dates</b>
1. September 2013-2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Common Panning and Inquiry sessions will be used to increase and support the use of data to drive instruction. Administrators and Network teams will provide PDs regarding the use of data during Lunch and Learn and after schools.

**Strategies to Increase Parental Involvement**  
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).  
 1-Parents will be informed of how the school is using data to drive instruction during the PTA meetings, SLT meetings, and Curriculum nights.

**Budget and Resource Alignment**  
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #4**

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**  
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**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**  
 Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**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**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Tier 1: General Classroom Instruction; Close reading, parallel reading, reciprocal reading, Enrichment Program, Regents Instruction Tier 2: Guided Reading/Small Group Instruction, Word Generations Tier 3: AIS instruction, Access Code, After-school tutorial	Small Group Instruction three times per week Saturday Enrichment Programs	During school day and after-school three times per week.
<b>Mathematics</b>	Tier 1: Whole Group Instruction Tier 2: Small Group Instruction Tier 3: Academic intervention support After-school tutoring three times a week.	Small Group Instruction three times per week	During school day three times a week. After-school activities four times a week.
<b>Science</b>	Small group tutoring based on current unit of study.	Small Group Instruction three times per week.	During school day
<b>Social Studies</b>	Small group tutoring based on current unit of study.	Small Group Instruction three times per week.	During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counselor services and At-risk services by guidance counselor.	One-to-One or small group counseling. Junior ROTC	During school day and after-school

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The administrative team engages perspective candidates in a rigorous interview process and the team evaluates each candidate. Professional development is offered regularly as part of regular school hours and during after-school for those who can attend Recruitment is done via Teacher Finder, Network Support, NYCTF Teachers are assigned in alignment with their certification and license.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We value professional development in our school. Currently, each planning team meets once a week with a supervisor for professional development and feedback. Teachers meet once a week during the grade team periods to debrief, analyze student work, and create strategies to improve instruction. Lead teachers offer on-going PDs as part of their professional responsibilities and growth. The Network provides on-going professional development for our staff. The staff has opportunities to attend a PD at the network and turnkey the information to the rest of the staff.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We follow all procedures and protocols as per all SAM memos and are sure to allocate all funding appropriately. The Network serves as a cross-checking system to ensure compliance.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
We use all NYS CCSS aligned summative assessments and utilize all DOE provided baseline and benchmark assessments. Teachers were asked to administer the MOSL assessments this year as per the new evaluation system. In term of classroom assessments, teachers have autonomy because they use pre- and post-tests, Mid-term and end-unit assessments. We use Code X and CMP3 math programs which come with their own assessments. Data driven instruction and CCSS alignment are one of the goals we are working on for this school year.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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## **Parent Involvement Policy (PIP) Template**

. 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. 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 1<sup>st</sup> 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;

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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>287</b>
School Name <b>FORWARD School of Creative Writing</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Shaniquia Dixon</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Manjola Kozi</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Matthew Carrasquillo</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Thomas Finlan</b>	Parent Coordinator <b>Joshua Perry</b>
Related Service Provider <b>Erin Pederson</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>258</b>	Total number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>4.65%</b>
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## Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out							1	1	1					3
Push-In							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	7
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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2	1	0	5	0	4	5	0	2	12
Total	2	1	0	5	0	4	5	0	2	12

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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							7	1	4					12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	7	1	4	0	0	0	0	12

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2				2
7	4				4
8	2	1			3
NYSAA Bilingual (SWD)					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	2								2
7	4		1						5
8	1		2						3
NYSAA Bilingual (SWD)									0

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

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 Foreign Language				
Government				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In order to provide early literacy skills for the ELLs our school uses the WRAP assessment. By using The Writing and Reading Assessment Profile (WRAP) screening tool, our school gathers information about ELL students' early literacy skills. The current WRAP data in our school provides that three of eleven students are at least two grade levels below in reading. The rest of the students are either approaching or one to two grade levels below. Teachers in our school use the assessment results to plan instruction, form initial groups for small group instruction, and identify struggling students early and intervene accordingly. The WRAP will be re-administered to students reading below grade level at mid-year and end-of-year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
By looking at the data patterns on the LAB-R and NYSESLAT we can conclude that our ESL students are struggling and do worse in Reading/Writing portion of the exam and need more help in those modalities. Based on the 2013 NYSESLAT scores, four out of 12 students have been placed in the advanced level, while five are intermediates and three are in the beginning level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns across NYSESLAT modalities—reading/writing and listening/speaking have an impact on our schools' instructional decisions. The data helps the ESL and content teachers plan according to the students' needs. The ESL teacher meets periodically with the content area teachers to identify the problem areas, access the ELLs data and analyze for language growth, demographics and/or targeted areas. The data then is used and analyzed to identify goals for continuous program improvement.

The ESL teacher along with other content teachers create reports, graphs or data files; conduct data queries and analyses; disaggregate data by subgroup; drill down from summaries to individual students; print reports in PDF format or export to other software programs; track students' performance from year to year; and analyze performance on ACCESS for ELLs. 2013 NYSESLAT results show that 10 out of our 14 ESL students make the AMAO yearly progress. However, the modality report (RNMR) was not available for the year 2013. That report could have given us a better insight on how our students are performing on all the modalities (reading/writing and listening/speaking) and therefore help us better make instructional decisions.

4. For each program, answer the following:
  - a. 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?

a. Although we provide support for the native language providing the students with textbooks in their native language (mainly Spanish), we do not test the kids in their native language as the program in our school is ESL free standing. Although the Spanish Lab is given at the beginning the first ten days of admission, we do not use that information for proficiency level purposes.

b. The Periodic Assessments provide schools with up-to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every child.

Periodic Assessments predict students' performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.

c. Periodic Assessments measure student learning within a grade and from grade-to-grade to help schools keep students on track for success in high school and beyond. Last year our students did not take a Periodic Assessment and therefore, we were not able to use the results for data purposes. We do not utilize native language when assessing the students the ELL Periodic Assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
In order to consider the student's second language development in instructional decisions our teachers group students according to their first language is feasible. If not possible then the teacher try to use second Language approaches, and providing as many supports as possible in L1.

Furthermore, teachers try to print materials and use other resources that are available in the L1 of students. The materials are

linguistically and culturally appropriate (although the research to show literacy achievement gains with such materials is limited).

7. 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?

N/A

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

In order to evaluate the success of our ESL program in our school looks at the RLAT report on ATS to see if the sstudents have meet the AYP.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) 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 pedagogue(who speak the language) to translate. If this is not possible, the Pupil Accounting Secretary calls over phone interpretation service to ensure a smooth process. 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. If the parents fills out the Home Language Survey stating that they speak a language other than English at home and the student is new to the public school system-either coming from a country who speaks a language other than English or from a private institution, Ms. Kozi-our certified ESL teacher interviews the student to see if s/he is fluent in English. From the conversation it is decided whether the students needs to be administered the LAB-R or not. if it decided that the LAB-R needs to be administered the exam is administered in within 1-10 days from the child's date of registration. If the student's home language is Spanish then Spanish LAB is also administered, to determine the student's level of proficiency in their own language(Spanish). After the LAB-R is administered the ESL teacher hand scores it to determine the level of proficiency and start servicing the student as soon as possible. The new students are placed in the ESL free standing program that our school offers within ten days of enrollement.
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. Entitlement letters are sent home to parents of the students who did not score at the proficient level on the LAB-R. The entitlement letters will inform the parents of the Parent Orientation Meeting. The parent orientation meeting is done withing ten days of the student's enrollment. At the parent orientation meeting the parents are shown the NYCDOE Parent Orientation Video in their home language. During the meeting the parents are also given the Parent Survey and the Program Selection Form. The parents are oriented on the Transitional Bilingual Program, Dual Language Program and ESL freestanding Program, of which our school has the later. The parents are informed that should they decide to choose a Transitional Bilingual Program or a Dual Language Program, they will be informed as soon as there will be 15 studens in two consecutive grades whose parents choose any of the programs mentioned above. Our parents however, have always opted to place their children in our ESL classes. The last three academic years two of two newcomers have chosen the ESL frestanding program as their program choice for their children. Our school offers a free standing ESL program and we have one ESL certified teacher.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Child placement letters to inform parents, 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.S.L 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. Parent choice is based on 3 programs available in NYC: TBE, DL, & ESL, not only the programs currently in place at the school; updating the ELPC screen in ATS within 20 days not described; The default program is TBE.

When the results of the NYSELAT are published, parents are given a continuation of services letter if their child has not passed informing them that their child is still entitled to ELS services. If the students has scored proficient in all the four modalities of the NYSESLAT exam, a congratulatory letter is sent home to the parents which explains that they their child is still entitled to one more year of ESL services if they so desire. Continued Entitlement Letters are sent home at the beginning of each academic year to inform parents of whether their child has scored proficient on the NYSESLAT and informs them that their children are still entitled to ESL services. The original entitlement letters signed by the parents who returned them are kept in the ESL Compliance Binder in the ESL classroom. For the entitlement letters unreturned by the parents, the school has photocopies, which again are kept in the ESL compliance Binder. The ATS reports, RNMR-helps the ESL teacher Ms. Kozi determine which students have scored proficient in the NYSESLAT and which ones are still entitled to services and the mandated minutes according to the level of proficiency. The continued entitlement letters sent home are in both-English and the parent's home language-whenver possible. The continued entitlement letters are printed from the DOE website-parent resources page, in the appropriate language.

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.

In our school we ensure that the parent's choice is based on 3 programs available in NYC: Transitional Bilingual Education, Dual Language and ESL. Our school recordS ELL parent choice program selections for all newly admitted students identified as ELLs Wwithing 20 days. In EPIC (ATS) we enter whether the parent attended or was at least offered an opportunity to attend an orientation event explaining the three ELL programs, the program the parent chose, and the program in which the student was placed. If the parent choice is not returned the child is placed in a TBE program. Our parents are notified and the choices are discussed with them. They(parents) are informed about their options and also that our school only offers free-standing ESL. They are informed that if more parents request another program and the school has 15 or more students who speak the same language for two consecutive years in the same grade(for Dual Language programs.)

Our students who are identified as ELL's after taking the LAB-R, are placed in a free-standing ESL program(which our school offers.) Parents of students identified ELLs are notified by letter of their child's identification and placement in a free-standing ESL program, which is the program that our school offers until the parent returns the Program Choice. The parents are also informed that our school consists of a small number of ESL population in each grade and we the program offered at the moment is free-standing ESL. However, should in the future there will be 15 or more students in each grade for two consecutive years, and if parents' surveys indicate that another program other than free-standing is in demand our school we will open such program. In the event of unforeseen placement delays, our school temporarily places the newly enrolled student in the program that is most appropriate, based on the available information. Parents will also be notified that they have the option to transfer their child into a transitional bilingual or bilingual education program if such a program is offered in another building in the same school district. Parents are informed in writing and all the communication is conducted in the parents home language through the translation of documents or the help of an interpreter during in person consultations.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The student continues ESL services and takes the NYSELAT each spring until he or she scores proficient. When administering the NYSESLAT our ESL certified teacher Ms. Kozi decides whether to administer the NYSESLAT Listening, Reading, and Writing Subtests. Ms. Kozi administers the speaking subtest to students individually in her classroom, separated from all other students. The desks and shelves are clear of all books, papers and other materials. The charts and board works are either completely covered or removed. The testing room is adequately lit and ventilated and it is free from noise and other distractions. For the writing, listening and reading part of the test, the students are grouped by grade level. All sixth graders take the test together and seventh and eighth graders are grouped together. We try to give the our ESL students adequate time to complete the

four modalities(listening/speaking, reading/writing). Whenever students are working productively, additional time to complete the test is provided to them. When students are talking more than one modality a day, a ten minutes break between subtests is always provided. The ESL students with an IEP are accomodated according to their IEP needs.

6. 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.) 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.  Based on Parent Survey and Program Selection for for the past few years, the trend in program choice that paresnts have requested is free-standing ESL. The parents of the two newcomers' that have entered the FORWARD school in 2010-2011 and 2011-2012 have requested free-standing ESL as the program of their choice and the choice forms are kept in the ESL binder.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

1. 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 no more than five students and advanced students are pulled out/pushed in another group of six. Six graders are pulled out together on Mondays as a cohort for two 90 minute periods and pushed in Fridays for two other periods (one ELA and one Math.) The other beginner and intermediate students are pulled out for 90 minute blocks on Mondays and Wednesdays. The other students are pushed in at least one period a week in Math and ELA. Besides receiving mandated services through push in the advanced students are also pulled out for two periods a week in Mondays and Thursdays.
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)?

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. All the ESL students who scored beginner and intermediate in the last year's NYSESLAT receive 360 minutes of ESL in our free standing program while the advanced receive 180 minutes of service per week, in a pull out-push in ESL free standing program.
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 foster language development and meet the demands of the Common Core Learning Standards.
 

ESL students receive the content area information during their designated content area classes with the other students. Instructions are provided in English with the ESL teacher pushing in whenever possible to help the students. Most of our newcomers speak Spanish and our ESL teacher who speaks the language helps the students. Furthermore, 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. Some of the instructional approaches and methods used to make content comprehensible and foster language development that the ESL teacher as well as content area teachers use are: Activating prior knowledge, scaffolding reading and complex text, extending understanding through developing vocabulary, as well as use of visuals, graphic organizers, manipulatives etc. comparing native oral and written language to English, differentiating instructional activities according to language proficiency, incorporating language development and skills instruction, providing opportunities to practice high frequency words, modifying guided reading practices by pre-teaching key vocabulary, investigating students' prior language and literacy experiences, and using that information to plan for and
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

To ensure that ELL's are appropriately evaluated in their native language throughout the year, the ESL teacher translates handouts as well as questions in the student's language (usually in Spanish). Google translate is used if the text is too complex. Furthermore, free internet sites such as storyplace.org are usually frequented. Last year the students also used Achieve 3000, to read materials in English and Spanish. The ESL teacher also prepares quizzes in the students' native language to assess their learning.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

To ensure that ESL students are appropriately evaluated in all four modalities of English acquisition throughout the year the ESL teacher in collaboration with content area teacher uses Formal as well as informal assessments. 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. Furthermore, at the beginning of the school year the ESL periodic assessment is

administered which evaluates student's progress in three modalities of English--Reading/Writing and Listening. Another assessment is prepared by the ESL teacher and administered in the middle of the year which assesses the students in the all four modalities and at the end of the year the NYSESLAT is also administered to evaluate learning that has taken place.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

This year there is one 6<sup>th</sup> grade SIFE student in our school. The plan our school has for that student is as follows. The teachers will help the student with pushing in the content areas as well pull her out in small groups as well as work with her individually. The student will work with programs such as Boost and Blitz(decoding) as well as Leap Frog(spelling, reading). The student will be allowed to visit and re-visit the same language,(repetition of texts and skills), and attend to her pronunciation. The student will also be partnered with higher proficiency learners in order to become integrally involved in the lessons be able to interact with other students.

For our ELL's who have been in US schools for less than three years the teachers will also be pushing in and help the students in the content area in English and their own language(Spanish). The ESL teacher has been provided with Math and Science textbooks to adhere to the needs of newcomers and worksheets and materials in Spanish are provided to the ELL newcomers.

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 advanced 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.

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. To ensure that Special Education whose IEP mandates ESL services the ESL teacher has to report the ESL services on the SESIS system. The ESL teacher reports the mandated minutes(depending on the student's proficiency level) and the language/content goals that the child has achieved during the session. Furthermore, the administration holds periodic meeting with the ESL and special education teachers to assure that the appropriate instructional strategies. The ESL and special Education teacher discuss if the materials select for the instruction meet the special needs of children. Interactive learning where students see, hear, touch the materials in order to maximize learning, are emphasized. The teachers and the administration work together to select instructional materials that have all students in mind. the teachers ensure that visuals are used and they are appropriate for all. Furthermore, teachers discuss ways and materials used to demonstrate and simulate the learning concepts. students use games, technology and other hands on materials to understand the learning concept better. Moreover, overheads and projectors are used to help the students visually as well. Students are also peered with other students to interact and ensure learning. To ensure that flexible programming is used to maximize time spent with non-disabled peers, students are pulled out during ESL where they learn in a non-restrictive environment. ESL special Education students and mainstream ESL students are grouped together and learned together. The ESL teacher pairs up the students according to their proficiency level and the students have a chance to work with different groups of students every time.

Students who have been tested proficient in NYSESLAT will be able to continue receive ESL services for one more year. They will continue to be part of after school programs that are planned for ELL's. They will continue to be accommodated with separate testing locations and utilize time and a half on all exams.

7. 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?

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. To ensure that Special Education whose IEP mandates ESL services the ESL teacher has to report the ESL services on the SESIS system. The ESL teacher reports the mandated minutes(depending on the student's proficiency level) and the language/content goals that the child has achieved during the session. Furthermore, the administration holds periodic meeting with the ESL and special education teachers to assure that the appropriate instructional strategies. The ESL and special Education teacher discuss if the materials select for the instruction meet the special needs of children. Interactive learning where students see, hear, touch the materials in

order to maximize learning, are emphasized. The teachers and the administration work together to select instructional materials that have all students in mind. the teachers ensure that visuals are used and they are appropriate for all. Furthermore, teachers discuss ways and materials used to demonstrate and simulate the learning concepts. students use games, technology and other hands on materials to understand the learning concept better. moreover, overheads and projectors are used to help the students visually as well. Students are also peered with other students to interact and ensure learning.

Furthermore, the teachers use the ELL Periodic Assessment as well as the DRP to plan accordingly and accelerate English language development.

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

To ensure that flexible programming is used to maximize time spent with non-disabled peers, students are pulled out during ESL where they learn in a non-restrictive environment. ESL special Education students and mainstream ESL students are grouped together and learn together. The ESL teacher pairs up the students according to their proficiency level and the students have a chance to work with different groups of students every time. Furthermore, the Special Education students will have time to pair up with their non-disabled peers durign the after school, and Saturday programs(as tentative program for our school.)

Furthermore, teachers have Teacher Team Meetings to plan accordingly in order to suit the needs of all diverse ELL-SWD population.

### 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

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

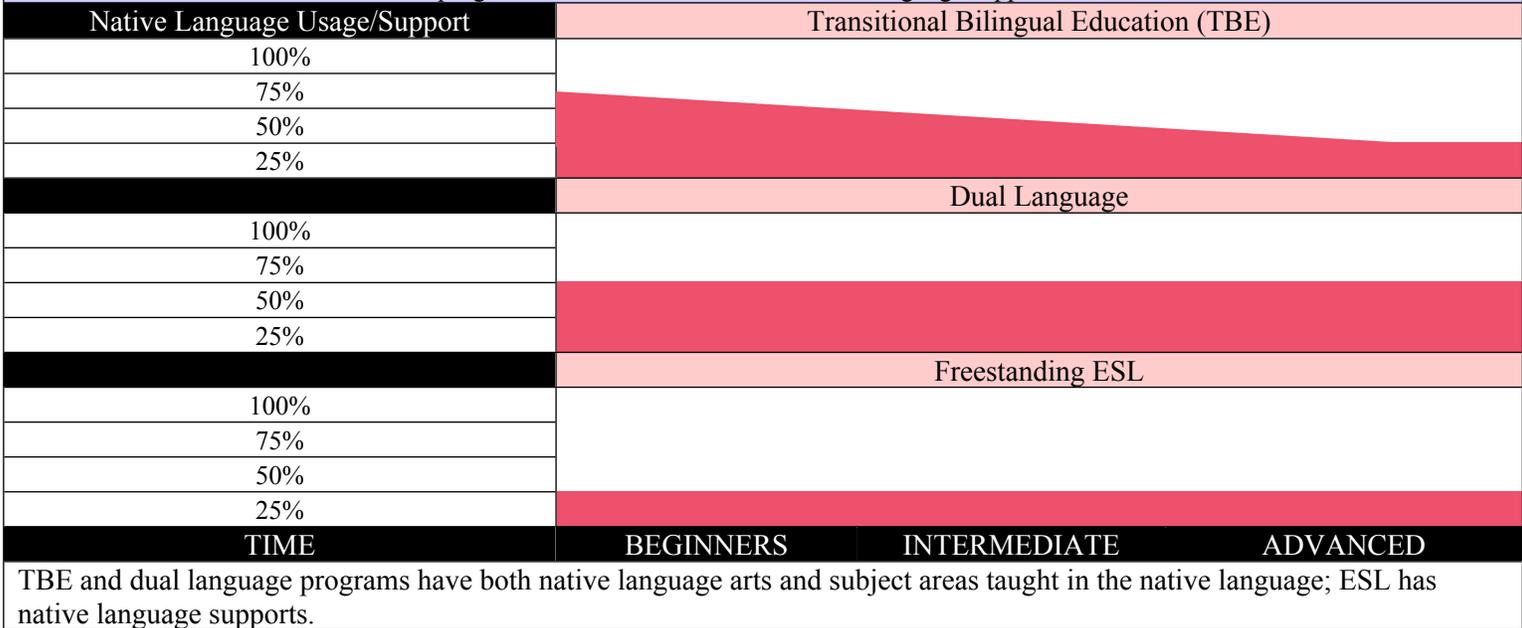
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



## B. Programming and Scheduling Information--Continued

9. 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.

All English Language Learners are eligible for Saturday instruction and After School Tutoring and are grouped according to proficiency level regardless of grade. During Saturday school, the goal will be to develop proficiency in English; therefore the language of instruction will be English. During the mandated school day, students will receive literacy instruction using reading intervention programs such as "Wilson". Academic Intervention Services (AIS) are offered in our school also during the mandated school day in ELA, Math and Science and those services are embedded in the regular school program. Some other programs used in our school in ELA, Science and Social Studies, "Word Generation" as well as "Access Code" and "Boost and Blitz". In Science and Social Studies other programs such as Middle School Quality Initiative (MSQI) are also used. In Math, teachers are using programs such as "Clicker" and "On Board". Learning Labs are also used during the school day for ELA Math, Science and Social Studies. Student progress during those periods will be monitored through formal and informal assessments. During our after school program, students will receive homework help in the areas of Social Studies, Science and Mathematics. Former ELL's will also receive testing accommodations for two more years. Those accommodations include but are not limited to different testing location, extra testing time, they take the Mathematic and Science exam in their first language.

Students who have scored an proficient on the NYSESLAT are invited to attend After School Academy for two more years if place allows. Parents of the above students are notified that their child has passed the NYSESLAT exam but they still are eligible for continuing transitional support for two more years. With the approval of the parent the students still continue to receive ESL services through the ESL push in or pull out program. The ESL teacher Ms. Kozi helps the students with the content area materials. She works with them on completing classwork, worksheets in different content area. She continues to teach content vocabulary through readings and helps them with writing as well.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current programs are being effective and are meeting the needs of our ELL students in both content and language development. Our ELL students for the most part have met their YAP in Math and ELA and AMAO in English proficiency.

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year the school is going to continue implement the reading program "Middle School Quality Initiative". ESL students will be part of it. School will invite ESL students in the program by sending letters to parents at home and explaining to the parents that the program will help his or her child scoring proficient on the NYSESLAT while also benefiting them score high on the ELA exam as well. ESL students will engage in peer activities as well. The program will also emphasize instructional strategies that enable the ESL students to master skills necessary to function academically and socially. Explicit grammar instructions, through teaching of the parts of speech, structure of sentences and writing conventions are also being utilized along with reading skills and strategies. Furthermore, to address the decoding deficiencies and promote phonemic awareness and articulation among our ESL students, the Boost and Blitz program will be implemented this year.

12. What programs/services for ELLs will be discontinued and why?

This year the Achieve 3000 program will be discontinued and will be replaced by other programs such as Boost and Blitz, Access code and MSQI (Middle School Quality Initiative.)

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

To ensure that ELL's are afforded equal access to all school programs our school ESL teachers have access to the same materials as classroom teachers such as access to a variety of books and various reading levels, as well as specialists such as Reading specialists, Speech providers, social workers and guidance counselors. Classroom personnel is trained with second language acquisition principals and sheltered content teaching strategies. We also ensure that curriculum materials are appropriate for student's language and cognitive levels. Our ELL's have the same access to library and classroom computers and software. During our after school and Saturday program (tentative programs), students will receive homework help in the areas of ELA, Social Studies, Science and Mathematics. Former ELL's will also receive testing accommodations for two more years. Those accommodations include but are not limited to different testing location, extra testing time, they take the Mathematic and Science exam in their first language.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials);

list ELL subgroups if necessary)?

In order to appropriately address the needs of our ESL population our school utilizes technology. Teachers are supplied with laptops. Brand new smart boards are installed in every classroom. Furthermore, the ESL teacher utilizes the smart board in our school's new library to address the needs of the students visually, auditory and kinesthetically. Furthermore, this upcoming year every classroom will be supplied with a smart board. For our ELL new arrivals the school uses programs such as "Vocabulary Builder" for absolute beginners programs and for our ESL-disability students programs such as "Leap Frog", Boost and Blitz as well as Access Code and Starfall are used. Moreover, Edugames Software for Math and ELA as well as Onboard program for math and science have been used by teachers to make learning more fun while appropriately addressing the needs of our ELLS.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The ESL program that our school offers in the ESL freestanding program. The instruction in the program is delivered only in English. The ESL teacher however, uses the student's first language when needed with the new arrivals. She pairs them with students who are more advanced language learners and speak the same language. Furthermore, bilingual dictionaries and dual language materials are also used.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The ELL students are grouped according to their proficiency level. The ESL teacher plans lessons according to the needs and language proficiency level of the students. Furthermore, all the ESL and classroom teachers use materials and instructions that correspond to the language and grade level of the students. To help our ESL- students with disabilities who need help in reading the "Leap frog" tag school reading system is used. Combining it with the activity storybooks, the students are able to develop support reading skills, including phonemic awareness, vocabulary development and sentence building.

ESL and content teachers deliver instructions by grade and reading level helping ELLS develop the appropriate vocabulary at the appropriate pace.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the beginning of the school year our ESL teacher in alliance with the parent coordinator invite the parents to inform them about the program. Throughout the year ESL teacher also invites parents of any newcomer to inform them about the program choice show them the video and answer any questions parents might have.

18. What language electives are offered to ELLs?

Beside learning English, ELLs are encouraged to learn another language and French language is offered as an elective language to our ELL students.

19. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All teachers, including the teachers 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
- Weekly PLTs- focused on looking at student work

Parent coordinator as well as the school secretaries receive professional development as well. Parent coordinator has received professional development on how to address the needs of parents of ELLs with translation services. Furthermore, the parent coordinator meets with the school's guidance counselor and the ELL team monthly in order to discuss strategies on how to engage parents of ELLs in educational and

career planning for their children and how to help parents of ELLs to navigate the school's role in the educational process.

Furthermore, our school secretaries meet with the ELL team monthly in order to discuss the issues of ELL students and ways to address their needs to the appropriate school staff and faculty. Furthermore, the school secretaries have attended workshops on how to address the translating needs of our ELL families and procedures to follow in requesting DOE translating services. Our school secretary keeps a running list of all professional development workshops that our staff is required to go.

Teachers and parents coordinators are greatly supported by the school leadership and the guidance counselor to help ELL students transition from one school to the other. Teachers as well as the parent coordinator attend the appropriate workshop on how to best help ELLs transition. Furthermore, the teachers and the parent coordinator meet monthly with the Assistant Principal to identify the needs that our ELL students have as they transition and discuss ways to help their transition easier. Furthermore, our guidance counselor has attended many workshop in order to help the families of our ELL's as well as our teachers. After attending those workshop she meets with the teachers and parent coordinator monthly to help our Language Learners make a smooth transition, by teaching them strategies to identify the diverse needs of ELLs and explore ways of meeting these in a motivating and effective manner. The guidance counselor help teachers on appropriately delivering instructions to ELL students, on how to help the students by having courses clearly outlined at the beginning, how to give the ELL students more personal attention. Furthermore, transition meetings are organized by the ESL teacher, the parent coordinator and the school counselor. ELL students and their families are invited to those meetings. In those

meetings further explanation is given to the parents about the transition and what's expected of them. Also ways to help their children at home with homework and helping them with testing are also discussed. In those meetings the parents are also informed about the school's plan in helping their children transition easier. Translators are provided for these presentations and handouts are translated to the language of their parents. For parents who can't attend the meetings, presentation materials are sent home. Moreover, the ESL peer mentoring program-where the upper grades ELL's help the students who come from elementary school and those who are new arrivals-meets bi-weekly.

In order to fulfill the the minimum of 7.5 hours of ELL training, our ESL teacher has attended a wealth of workshops on ESL teaching strategies, some of them including but not limited to, strategies for teachers of ELL in special education setting, Targeted Instructions for ELLS, Designing best practices for ELLS, Common core state standards for math and how to make it happen for ELLS. Other classroom teachers have attended various of the above mentioned workshops. Other teachers have attended workshops on how to help ELL students learn content area subjects. Records for the workshops that our ESL teachers has attended, are in the school's ESL Compliance binder. For the rest of the workshops and professional development our school secretary keeps records of. This year is being discussed that an ESL workshop will be conducted the beginning of every month. These PDs will support teachers in delivering Common Core-aligned instruction while discussing different strategies and techniques as well as materials (books, programs) that have been shown to help English language learners approach and master the standards.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1. 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. Our parents volunteer in donating books for the library, donating food for the food drive as well contribute with ideas on how and where to look for outside resources. Last month the PTA organized the ARIS and Jupiter grades workshops and Special Education workshop. In the following months The Writing workshop as well as Bullying workshops are planned.

In all the activities, for the parents of ELLS translators are provided. Additionally, all materials provided in the above activities are translated in the parents native language and for the ELL parents who are not able to attend, the materials are sent home. Our parent coordinator works with the ESL parents to appropriately address their needs. The parent coordinator informs the ELL parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic content and student academic achievement standards as all other children are expected to meet.

2. Our partners with many outside agencies and Community Based organizations in order to provide workshops and services for our parents and the parents of ELLS. "Urban Advantage" has supported our science teachers and parents with professional development on how to help ELL students study science in their own language and English as well, equipment, supplies & free science trips. Our school also has a partnership with CFES(School College for Every Student) in order to help our students with information on college readiness and how to help prepare children for college and beyond.

prepare our ELLS and their families understand and take steps toward college. CFES has offered mentoring, school-college partnerships, and student leadership programs, to our school to help raise academic performance educational aspirations and assure that our ELL students graduate from high school and are successful in college. Moreover, Beacon a school-based community center operates in our school, in the afternoons and evenings, on weekends, during school holidays and vacation periods, and during the summer. This program helps our ESL students with, Literacy activities, Tutoring, math and chess clubs and basketball.

In order to help parents with translation services our school utilizes in house staff who speak another language. If a parent speaks another language not spoken by any staff members or if utilizing a staff member is not possible our parent coordinator utilizes the DOE translation and interpretation services to help.

3. The needs of the parents are evaluated by surveying them(the parents) on what workshops they need help with to be able to adhere to the needs of their ELL's. Furthermore, the teachers have open discussions to discuss the needs for workshop for ELL parents.

In order to help parents with translation and interpretation services, our school utilizes in house staff who speak another language. if a parent speaks another language not spoken by any staff members or if utilizing a staff member is not possible, our parent coordinator utilizes the DOE translation and interpretation services hotline for help.

4. The ARIS and Jupiter grades workshops help the parents of ELL's be able to check the scores and grades of their children and be able to ask the school for extra help or help the students in the areas that they need help the most. The Bullying workshop gives parents insight on the signs of a bullied child and ways to help them. The curriculum night informs parents about the school curriculum and the expectations.

In order to help parents with translation and interpretation services, our school utilizes in house staff who speak another language. If a parent speaks another language not spoken by any staff members or if utilizing a staff member is not possible, our parent coordinator utilizes the DOE translation and interpretation services hotline for help.

### **E. 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 response to question here:

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shaniquia Dixon	Principal		1/1/01
	Assistant Principal		1/1/01
Joshua Perry	Parent Coordinator		1/1/01
Manjola Kozi	ESL Teacher		1/1/01
	Parent		1/1/01
Matthew Carrasquillo	Teacher/Subject Area		1/1/01
Thomas Finlan	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Erin Pederson	Other <u>Special Ed Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*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**

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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.

The FORschool population comprises of 4.65% of English Language Learners(12 ELL students). 12 of the parents are spanish speakers. Therefore, 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 acitivites 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. All of the Spanish speaking families need written translation and oral interpreting services In order to share the findings with the school community, the ESL teacher hold a meeting with the teachers and staff members. In this meeting findings are shared and the ESL teacher has an open discussion with other teachers about ways to help parents of Language Learners with translation services and ways to help their children succeed.

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.

From the blue cards and surveys was discovered that all the parents need the translated documents in Spanish as well as interpreters for school meeting and workshops. In the ELA and Math PLT's the ESL teacher reported the findings to teachers.

## Part B: Strategies and Activities

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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. The translating services will be provided by teachers who speak the necessary languages, volunteer parents as well as outside vendors through the help of CBO's.

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 paraprofessional as well as two of our school aides, are fluent in Spanish and they will provide oral interpretation for the parents who are Spanish speakers. If need arises for other languages (French, Italian and Albanian) our ESL teacher is fluent on those. If need arises for other languages we will contact the DOE's Translation Unit and require translation services. Another staff member of the FORWARD school is also fluent in French and she will provide oral interpretation for our French speaking parents.

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>.

Forward School of Creative Writing will determine within (30) thirty days of a student's enrollment the primary language spoken by the parent of each student enrolled in school, and if such language is not English , we will find out 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.