

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**22K014**

**School Name:**

**SHELL BANK**

**Principal:**

**TERI AHEARN**

## Comprehensive Educational Plan Outline

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## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Teri Ahearn	*Principal or Designee	
Dylan Dougherty	*UFT Chapter Leader or Designee	
Sarah Giglio	*PA/PTA President or Designated Co-President	
Mary Santora	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	
Rocio Hartley	Member/ UFT	
Annalee Striar	Member/UFT	
Janice Garoklanian	Member/ UFT	
Annette King	Member/ Parent	
Renee Mitchell	Member/ Parent	
Linda Wade	Member/Parent	
Stefanie Torres	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

At Shell Bank, we strive to have all students reach their fullest potential. We seek to build leaders of great character and to empower all students academically and socially. We have high expectations for achievement, personal conduct, and we motivate all to become lifelong learners who are confident, creative, and value individual differences while being positive influences in the community. Our school community is diverse, with large populations of English Language Learners and Student’s with Disabilities intertwined into every program we offer. Our school provides a well-planned transition program to help parents and students acclimate to the new requirements of middle school. Students at Shell Bank enjoy getting to know their teachers in a small group setting. Our grade structure allows teachers, administrators, guidance counselors and deans to get to know students on an individual basis. Individual support is given to students and parents during their transitions through middle school years. Shell Bank maintains unique programs that focus on college and career readiness, as well as an ongoing collaborative support system with parents. Our staff focuses on character development and civic responsibility, and offers experiences that are both intellectually and physically challenging. Our building is also barrier free, so we have students with various physical handicaps as well, which adds to the inclusive culture of the building. We have initiated a new PBIS (positive behavioral intervention support) system school-wide, which has increased school spirit through activities such as volleyball games, “SOAR” buck redemptions, and various school wide activities ( dress like a super hero, homeroom poster contests etc.). We have initiated several new programs this year, including programming an “Omega” period into student schedules to address academic issues. The “Omega” period is a period set aside to have students work in small groups with a teacher to address academic delays or offer enrichment to those who are proficient. Students are grouped as homogeneously as possible based on specific deficits. The groups are periodically assessed to move students as needed, to make this an efficient and effective way to address needs and keep the student progressing forward as they meet their goals.

A challenge that we face is maintaining enrollment. Our enrollment has decreased significantly in part because of middle school choice. We have initiated a “rebranding” of the Shell Bank name. We have reached out to the neighborhood elementary schools and have partnered to celebrate the accomplishments we have made over the past year.

The area that our school has made the most growth is in Math. We went up 8% in proficiency on the NYS Math exam. This was achieved through the work of effective teacher teams. Our focus this year is to show measureable growth in student ability to comprehend text and respond to open ended response questions.

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the NYS Common Core 2014 ELA for all grades (6,7,8) 10.5% of students made proficiency (Level 3+4). This data reveals an upward trend of 0.6% when compared to the NYS 2013 ELA.

Based on the Middle School Quality Snapshot, student progress on the ELA was rated as “good” for all students and the lowest performing students.

Our school did not receive a Quality Review (QR) in 2013-2014. Based on our most recent 2012-2013 Quality Review report, our school received a well-developed in the QR indicator 1.1. This report stated *“School leaders and teachers have refined curriculum maps in all subjects to ensure alignment to the Common Core Learning Standards (CCLS). These curriculum maps, which represent thoughtful integration of the instructional shifts required by the citywide instructional expectations, emphasize using academic language in class discussions and work products and drawing evidence from texts to inform, explain, and make arguments. As a result of this intentional focus, the school has in place robust curricula that are cohesive and comprehensive, include clear, descriptive units of study, and consider what students need to know across all grades to become college and career ready.”*

Based on the MSQI DRP Dashboard Data Results reported from the Fall 2014 DRP, 23% of all 6<sup>th</sup> and 7<sup>th</sup> grade students score at or above grade level for reading comprehension.

Based on teacher team analysis of student work from the 2014 MOSL assessments, teachers stated that most students:

- had difficulty understanding grade level text
- lacked basic vocabulary knowledge
- struggled to properly connect textual evidence to respond to a question or a task prompt

Informed by Capacity Framework Element-Rigorous Instruction, current data, and student work analysis there is a need to refine teaching strategies and make strategic organizational decisions to support students as they show measureable growth in their ability to comprehend grade level text and effectively respond to open-response questions.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, based on the NYS Common Core 2015 ELA for all grades (6,7,8) 12.5% of students will make proficiency (Level 3+4)

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
1- Reciprocal reading strategies, Close reading strategies across content areas, Gradual Release Responsibility, R.A.C.E, and small group instruction, and MyOn reading program	All students	Start- September 2014, end- June 2015	Administration, all content area teachers
2- Strategies for SWD's and ELL's and lowest third <ul style="list-style-type: none"> <li>UDL, UBD, modifications to meet IEP goals, and lesson plan modifications to address ELL language deficits.</li> <li>Project Happen after school program for ELLs.</li> <li>SIOP model for ELLs</li> </ul>	Special Education students, English Language Learners, Lowest third	Start September, 2014, End- June 2015	Administration, content area teachers with students with disabilities, ELL's and struggling students.
3- Translated professional development for parents based on the Common Core Standards. <ul style="list-style-type: none"> <li>Weekly time set aside to address individual needs of students with the parents</li> <li>Meet the staff night to introduce curriculum maps and pacing.</li> <li>Homework help books sent home (Ready Book).</li> </ul>	Parents, guardians and families	Start September 2014, end- June 2015	All teachers, administration, Parent Coordinator, and Parent's Association
4- Communication and support of the implementation of the strategies needed to carry out our Instructional Focus <ul style="list-style-type: none"> <li>Sharing of best practices through intervisitation and TIF.</li> </ul>	All staff and school community	September 2014- June 2015	All staff and school community, including PIC

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

MSQI grant, Title III grant for ELL parent workshops, incorporating scheduling practices to include small group instruction (Omega period). Use of “F” status teacher to increase access for those students who are struggling in the content areas. Parent coordinator scheduling parent meetings and workshops both in school and in places throughout NYC. Common planning periods, LASW, and use of contractual time for parents.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The mid point benchmark will be the DRP exam. The DRP will be given in January 2015.

**Part 6b. Complete in February 2015.**

- |   |  |     |  |    |
|---|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on the Middle School Quality Snapshot,

- 90% of parents are satisfied with the education that their child has received
- 85% of teachers would recommend this school to parents.
- 70% of students feel that our school offered enough variety of programs, classes and activities to keep them interested in school.
- 64% of students feel safe in the hallways, bathrooms, and cafeteria.

Our school did not receive a Quality Review (QR) in 2013-2014. Based on our most recent 2012-2013 Quality Review report, our school received “proficient” in the QR indicator 1.4 This report stated our school needs to:

- “Enhance structures that focus on improving attendance, social emotional learning, and advisement supports that ensure that students have increased opportunities for developing their personal and academic behaviors.

Informed by Capacity Framework Element-Supportive Environment and current data there is a need to institute programs and support structures so that all students are excited to learn and actively engage in classrooms that are welcoming, safe, and orderly. Our school must support the social and emotional growth of all students

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 80% of students will feel that the school offers enough variety of programs to keep them interested in school -according to the Learning Environment survey in Spring 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
5- PBIS introduced school wide. SOAR bucks to redeem for student chosen awards. <ul style="list-style-type: none"> <li>• Phoenix, CHANGES and Leaders programs to promote</li> </ul>	All students	September 2014- June 2015	Administration and all school community.

<p>respect, cooperation, and fostering maturity and proper choices.</p> <ul style="list-style-type: none"> <li>• Theatre program that travels to elementary schools to do productions on Bullying, respect.</li> <li>• Urban Advantage, UGGE</li> <li>• “CHOICE” periods built into the schedule for students- examples of new programs are : Muttigrees, Student Government, Cheerleading, Debate Team, Dynamic readers, Origami, Art, Drama, Sports Leadership, Zumba, Movie Club, Science Exploration, Drama.</li> </ul>			
<p>6- Programs such as Phoenix, CHANGES, Project Happen Sports Leadership all address the specific needs of SWD’s and ELL’s. The programs are designed to target social emotional issues and are organized to close the language gap through movement and example.</p>	<p>Students with disabilities, English Language Learners</p>	<p>September 2014- June 2015</p>	<p>Teachers of Choice programs, administration and guest speakers.</p>
<p>7- Urban advantage is a program that allows for parents to be involved in the community through free vouchers and experience the Arts and Cultural opportunities in the City of New York. ELL cultural day involves the ELL parent community with the school.</p>	<p>Parents of SWDs and ELL’s, as well as all parents.</p>	<p>September 2015- September 2015</p>	<p>Administration, Parent Coordinator, Parent’s association and teachers.</p>
<p>8- The student voice contributes to the variety of programming and activities to keep students interested in school. Teachers are sensitive to the needs of students , and are sure to reward students for good behaviors with SOAR bucks.</p>	<p>All students</p>	<p>September 2014- June 2015</p>	<p>Students government and teachers</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Programming to include CHOICE programs, Leaders, Pheonix, and CHANGES. Time set aside for meetings with student government, Release time for those teachers involved with the Urban Advantage program, and coverage for theatre teacher to travel to put on productions.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Progress monitoring will take place in November and February. Students will complete a survey though the blog.

**Part 6b.** Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on the Middle School Quality Snapshot, our school received an “excellent” rating on how well our teachers work together.

Based on the 2013-14 School Survey Report,

- 98% of teachers agree or strongly agree that “teachers in my school work together on teams to improve their instructional practice.
- 88% of teachers “trust each other”
- 81% of teachers stated that “my professional development experiences this school year have provided me with content support in my subject area.”
- 73% of teachers stated that they worked together on teams to improve their instruction.
- 65% of teachers stated that “they believe their “PD” experiences included opportunities to work productively with colleagues in my school.”

Informed by Capacity Framework Element-Collaborative Teachers and current data there is a need to establish a framework for collaborative learning in an effort to include opportunities to work productively during professional learning time.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, 75% of teachers will state they believe “their Professional Development experiences included opportunities to work productively with colleagues in my school.”

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

15- Professional Development Committee and a professional development plan. We use Network support for professional development for minor subject teachers. Structured professional learning time and structured common planning time.	All teachers	September 2014- June 2015	PD committee and administration
16- We offer PDs given by in house experts in Special Education and English Language Learners.	All teachers	September 2014- June 2015	Special Education teachers and ELL teachers and Administration.
17- Meet the Staff Night, teachers are normed in curriculum and assessments. Notifications to parents about meetings and changes in curriculum due to revisions.	Parents	September 2014- June 2015	Parent Coordinator, Parent's Association,
18- The collaboration of administration and staff to produce a professional development plan.	Teachers, and administration	September 2014- June 2015	Administration and teachers.

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional development plan, time set aside after school for meeting with all stakeholders.

#### **Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

In January 2015, a survey will tabulated to check on progress of goal. By this date, teachers will feel more favorably about the collaborative practices in the school.

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Our school did not receive a Quality Review (QR) in 2013-2014. Based on our most recent 2012-2013 Quality Review report, our school received “well-developed” in the QR indicator 4.1. This report stated:

- “The principal and her assistant principals have created an explicit and widely communicated system for frequently observing teacher practices throughout the school year that results in relevant, timely, and actionable feedback, replete with next steps.”

Based on the 2013-14 School Survey Report:

- 100% of teachers stated that my principal “makes clear to the staff his or her expectations for meeting instructional goals.”
- 96% of teachers state that my principal “encourages open communication on important school issues”
- 85% of teachers stated that my principal “participates in instructional planning at my school”
- 89% of students stated that “most of the teaching staff at my school believe that all students can do well in school”

Based on the 2013- 2014 Advance data, 25% of the observations fell in the developing or ineffective category for lesson planning and student engagement.

Informed by Capacity Framework Element-Effective School Leadership and current data there is a need to provide teachers with direct feedback and support to increase effective lesson planning and student engagement.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In June 2015, 80% of our staff will be rated in the effective or highly effective in lesson planning and student engagement.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- |     |  |  |   |  |
|-----|--|--|---|--|
| 25. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change   | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
| 26. | Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |  |   |  |

27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
25- Norming of the administration around Danielson Framework with the effectiveness coach. Professional development to support teachers using Danielson data. Use of intervisitations to support teacher practice and effectiveness. Providing support material and direct feedback.	Administration, teachers	September 2014- June 2015	Administration, Effectiveness Coach, PIC and the Demonstration teachers, and teachers rated as highly effective.
26- Professional development to support UDL and multiple entry points. Intervisitations to share best practices.	All teachers	September 2014- June 2015.	Ambassadors, PIC, administration and teachers rated highly effective
27- Workshops to help parent understand the APPR process-translated as necessary.	Parents and school community	Spring 2015	Parent Coordinator, Parent's Association, SLT team.
28- Established "open door policy" for teacher intervisitation.	Teachers	September 2014- June 2015	Ambassadors, TIF team and teachers rated highly effective

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

TIF grant, Talent coach, Network Ambassador program, programming for intervisitations.

#### **Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

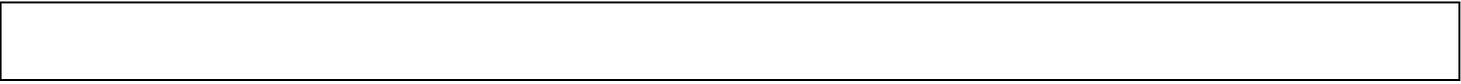
30. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, Advance observation data will reveal that 77% of observations will be rated at effective or highly effective.

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on the 2013-14 School Survey Report:

- 96% of parents report that they believe that their children are safe.
- 93 % of parents stated that our school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways
- 91% of teachers report that our school encourages parents to participate in their child’s education
- 85% of parents state that our school keeps me informed about what my child is learning.
- 41 % of parents state that been invited to an event at your child’s school (workshop, program, performance, etc.) more than 4 times?

Our school did not receive a Quality Review (QR) in 2013-2014. Based on our most recent 2012-2013 Quality Review report, our school received “proficient” in the QR indicator 3.4. This report stated:

*“Teachers communicate with parents often through emails and phone calls and send quarterly student progress reports to the parents, customs that serve to engage families in supporting student learning and growth. Furthermore, school leaders solicit family input through the dissemination of surveys and invite parents to workshops on topics such as the Common Core Learning Standards, instructional shifts, tips for the High School admissions process, anti-bullying and cyber bullying, and ARIS, which reflect ideas and desires of the parents. However, there is limited use of translating multiple tools in the school’s pertinent languages, resulting in missed opportunities to highlight special events and student successes for all families. Consequently, conditions for maximizing school-home communication around sharing of goals, plans, and solutions for learning to ensure the realization of the school school’s vision are hampered. “*

Informed by Capacity Framework Element-Strong Family and Community Ties and current data there is a need to increase the amount of events offered to parents.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 10 % increase in parent’s reporting that they have been invited to events in the school on the 2014- 2015 School Survey Report.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>			
<p>35- Use of group emails to parents, monthly school newsletter, monthly calendar and school messenger to inform parents and school community of upcoming school events, performances, trips, workshops, and programs. Weekly teacher phone calls/meetings with parents.</p>	Parents and school community	September 2014- June 2015	Parent Coordinator, administration, Parent's Association and SLT team.
<p>36- All materials to go to homes will translated appropriately. Secondary notices sent closer to events. Events included in Agenda and discussions for meetings.</p>	Parents and school community	September, 2014- June 2015	Parent Coordinator, administration, Parent's Association and SLT team.
<p>37- Planning new activities to involve parents: Game Night, Mother/Daughter and Father/ Son Luncheon, and ELL Cultural Workshops. Use of group emails to parents, monthly school newsletter, monthly calendar and school messenger to inform parents and school community of upcoming school events, performances, trips, workshops, and programs. Weekly teacher phone calls/meetings with parents.</p>	Administration, Parents and school community	September, 2014- June 2015	Parent Coordinator, administration, Parent's Association and SLT team.
<p>38- Inviting parents to the planning stages of events to foster ownership of school community. Implementing ideas from parents to improve school/home communication.</p>	Parents and school community	September, 2014- June 2015	Parent Coordinator, administration, Parent's Association and SLT team.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Planning multiple meetings to meet the needs of working parents. Using parent funds to offer refreshments to parents for meetings and events. Offering per session for staff to assist with events and meetings.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.				
By February, 2015, a parent survey will show an increase in parents stating that they are invited to school for functions.				
<b>Part 6b. Complete in February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Proficiency level on NYS ELA exam, DRP, teacher observation, classroom assessment.	MSQI program, R.A.C.E, scaffolding, differentiation, UBD, UDL.	Small group instruction, tutoring sessions, one on one sessions	During the school day, before and after school.
<b>Mathematics</b>	Proficiency level on the NYS Math test, NYC assessment tests, teacher observation, classroom observation	Modeling, differentiation, use of manipulatives.	Small group instruction, tutoring sessions, one on one sessions	During the school day, before and after school.
<b>Science</b>	Teacher observations, class assessments, notebook review	Re-teaching, differentiation, scaffolding, alternate modality	Small group instruction, tutoring sessions, one on one sessions	During the school day, before and after school.
<b>Social Studies</b>	Teacher observations, class assessments, notebook review	Re-teaching, differentiation, scaffolding, alternate modality	Small group instruction, tutoring sessions, one on one sessions	During the school day, before and after school.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Recommendations of staff, parent, outside services	Small group, one on one, outside resources	Small group, one on one, outside resources	Throughout school day, after school through outsourcing.

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

All new staff is interviewed and placed according to license, experience, and where appropriate, interest. Professional development is selected through teacher request, and through use of advance data and observation. Observations and walkthroughs are frequent, and feedback is always given in a timely manner. Assistance and support are ongoing for all staff through administration, the Talent Coach, and the TIF team.

**2b. 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).

Professional Development is offered on a weekly as well as an as needed basis. Paraprofessionals have their own professional development opportunities given by school staff, including other paraprofessionals. Teachers and paraprofessionals are given the opportunity to attend professional development offered by the Network and by other agencies to improve practice and learn new initiatives. Ambassadors turnkey important practices learned at Network meetings, and administration attends professional development to integrate new practices and improve all levels of school environment.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

We use the MOSL committee and the Professional Learning committee. The MOSL group looks at the assessments and their usage, and the Professional Learning committee creates a yearly professional development plan. Both committees are made up of teachers and administrators and they collaborate to ensure alignment to CCLS, are committed to the success of their classrooms and the school. Teachers refine assessments based on LASW.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	459,401	x	Page 9, 15, 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200	x	Page 9, 20
Tax Levy (FSF)	Local	3,246,611	x	Page 9, 12, 15, 17,

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Shell Bank, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Shell Bank 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; holding workshops to improve parent understanding of CCLS
- 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; holding frequent meet the staff meetings, maintaining an open door policy for parents to come to school.
- 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; translations where necessary, using multi media and social networks to contact parents
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC)**

[Shell Bank 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 with 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

Part A: School Information	
Name of School:	DBN: 22K014
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The direct instruction supplemental program will be available to all English Language Learners in I.S. 14. The school-based ELL team analyzed our student performance data using the AMAO Title III Estimator Tool with Early Warning Indicators. Using the data from the AMAO tool, our teachers have a clear picture of the needs of each English Language Learner. During the after-school program, teachers will differentiate instruction to meet the needs of students to support the requirements specified for AMAOs 1 and 2. The students supported by this program fall into two groups. The first group of youngsters will be made up of those children whose NYSESLAT grades failed to show progress in 2014. The second group will be made up of Advanced ELLs, as we work with them on academic and domain-specific vocabulary to obtain a proficient score on the NYSESLAT.

To support our Freestanding ESL program afterschool, two ESL licensed pedagogues will teach two direct instruction classes. Classes will be held in English with native language support, on Wednesdays and Thursdays from 2:05pm to 4:05 pm. All native languages will be supported with assistance from technology and internet based programs. Instruction will begin on November 6, 2014, and end on April 2, 2015, constituting 36 sessions. Our program, "Project Happen," will consist of 30 students. Each teacher will instruct 15 students. A supervisor will not be paid from the Title III funds because "Project Happen" will be taking place under the supervision of the onsite after-school program currently established in the building.

Our licensed ESL pedagogues will differentiate instruction for the English Language Learners and ensure that each lesson will focus on supporting our targeted groups. Various learning activities and instructional materials will be utilized so that students who are not making progress with their English language acquisition and Advanced ELLs are met at their level. Our ESL teachers will align the curriculum to meet the demands of the Common Core Learning Standards. Our instructors will use the Skills Sharpeners series as a resource. This four-level series is structured to target various degrees of English language proficiency and assist English Language Learners in achieving academic success in four modalities: Listening, Speaking, Reading and Writing. Lessons will integrate English and include comprehensive treatment of language structures, higher-order thinking skills, and writing skills. The Skill Sharpeners series supports English Language Learning in the content areas and skills are integrated with academic content in social studies, science, math, and history. Students interpret graphs and charts, read maps, solve math word problems, and learn library and study skills. With this program, students sharpen comprehension skills as they read about history, science, and American culture and they deepen their understanding of basic English structure. Title III funding will be used to purchase 30 updated versions of the Skills Sharpeners series. In addition, using Title III funding, we will purchase

### Part B: Direct Instruction Supplemental Program Information

interactive programs that promotes students to engage in active communication with their peers, such as the Learning Well Reading Comprehension activities. These fun and highly motivating activities are designed to reinforce reading and language skills. Each of the activities focuses on a specific skills necessary for the comprehension of fiction and nonfiction text. Finally, Title III funding will be used to purchase The American Heritage series which contains picture dictionaries, children’s dictionaries, as well as children’s thesaurus to support language development.

Students will be formatively assessed using the Degrees of Reading Power (DRP) assessment. The DRP is a summative, criterion-based reading comprehension assessment that measures how well a student understands expository texts. It will be administered three times a year (October, January, and April.) During the direct instruction program, ELLs will have access to computers to enhance their learning. The direct instruction program will provide opportunities for students to work on computers to assist with translating text, for native language support. Computers will provide visual and auditory support for students that are unfamiliar with content. The internet site Starfall.com will also be incorporated into the direct instruction program to support beginner ELLs to target reading and phonics skills

### Part C: Professional Development

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

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

Begin description here: About one-fifth of students in our school are English Language Learners or former English Language Learners. We understand that all members of the school community must be provided the opportunity to receive training on how to best meet the needs of our English Language Learners. Title III capital will be used to fund Ms. Jeffries and Ms. Tiflinksy as they develop ongoing professional development. To ensure that professional development impacts ELL achievement, we will work to provide professional development activities that are supportive and ongoing throughout the school year. A menu of ESL professional development opportunities will be provided to meet the professional needs of the staff, as stated below:

Topics to be addressed by our ELL Specialists include but are not limited to:

September/October: Cultural Competence & What is Scaffolding?

November/December: Distinguishing Language Acquisition from Learning Disabilities

January/February: Supporting ELLs' Achievement: Disciplinary Literacy and Academic Language for ELLs

March/April: Text Complexity

### Part C: Professional Development

May/June: Oral Language Unpacked

Because learning is incremental and it takes time to change practice, we will provide professional development for teachers that allow them to practice in small steps and reflect on these changes. Afterschool Title III funding will be used to pay teachers as they assess the effectiveness of professional development in a focus group. It is understood that change in teaching practice is challenging and requires both support and accountability; therefore time will be available for teacher learning communities to ensure that these Professional Development opportunities will have a lasting impact on teaching and learning. Title III funds will be used to provide the opportunity to develop teacher action plans to support ELLs, report back to the group what happened as a result of implementing new learning, and reflect and receive feedback (support) from colleagues who are working on the same changes in practice.

### Part D: Parental Engagement Activities

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

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

Begin description here:

With Title III funding, all parents are given a meaningful opportunity to participate in their child's education program afterschool. Success for English Language Learners can be achieved by creating a culturally responsive, positive environment for parent engagement. Title III capital will be used to fund Ms. Tiflinsky and Ms. Jeffries, our ESL specialists, as they conduct two hour workshops to support parent engagement afterschool on a monthly basis as indicated below.

September: Meet the ESL teachers and learn the academic requirements of English Language Learners and how our ESL program integrates the school's instructional focus and the demands of the Common Core Learning Standards.

October/ November: How to navigate the NYC school system and understand the flow of the school day for ELLs. Parents will also be supported on how to have productive parent-teacher conferences.

December: Culture, Cooking, Connections and Celebration. We will celebrate our diverse cultures as ELL parents share native dishes and students showcase their class work.

January: How can parents support the social development of our youth?

February: Parents of the long-term ELLs will be provided guidance on what measures should be taken at

**Part D: Parental Engagement Activities**

home to assist in the educational development of their child.

March: What do the NY State Exams mean for ELLs? Parents will explore the components of the NYSESLAT, ELA and New York State Math exam.

April: Dream, Believe, And Succeed! We will provide parents of ELLs an overview and a College Planning Handbook for English Language Learners and their Families

May: Parents are encouraged to attend the NYC Middle School Cultural Festival with the students.

June: Celebrating our English Language Learners annual accomplishments!

In addition to translated invitations, we will notify parents of ELLs about our Parental Engagement Activities using school-based translators and the over-the-phone interpretation services. We will also utilize our Parent Coordinator to communicate parent engagement opportunities with parents via email and electronically update families on parental engagement activities in their native language. To support the parent engagement activities, Title III funding will be used to purchase translated editions of the Parent Guide Series for the Home-School Connection that pertains to Common Core Standards, Homework Tips and Test-Taking strategies, Social Media and Internet Safety and Bridging the Gap between School and Home. Finally, a maximum of \$250 of Title III funding will be used for refreshments for parents.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>014</b>
School Name <b>Shell Bank</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Teri Ahearn</b>	Assistant Principal <b>Theresa Morgan-Turchiano</b>
Coach	Coach
ESL Teacher <b>Ella Tiflinsky</b>	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Tina Maffeo</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### 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>1</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>1</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>560</b>	Total number of ELLs	<b>97</b>	ELLs as share of total student population (%)	<b>17.32%</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	Tot #
<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>														
SELECT ONE							6	5	6					17
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	6	5	6	0	0	0	0	17

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	52	ELL Students with Disabilities	27
SIFE	18	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	13

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	52	3	2	32	6	10	13	9	15	97

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>52</b>	<b>3</b>	<b>2</b>	<b>32</b>	<b>6</b>	<b>10</b>	<b>13</b>	<b>9</b>	<b>15</b>	<b>97</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**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							3	5	8					16
Chinese							1	3	2					6
Russian							5	1	5					11
Bengali														0
Urdu							2	2	1					5
Arabic							11	11	8					30
Haitian							5	3	5					13
French							1	2	2					5
Korean														0
Punjabi														0
Polish														0
Albanian							0	1	0					1
Other							4	3	3					10
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>31</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>97</b>

## 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)	0						10	14	13					37
Intermediate(I)							6	6	12					24
Advanced (A)							16	10	10					36
Total	0	0	0	0	0	0	32	30	35	0	0	0	0	97

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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	15	5	0	0	20
7	17	2	0	0	19
8	16	2	0	0	18
NYSAA Bilingual (SWD)				6	6

**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	11	4	5	1	2	0	0	0	23
7	15	0	7	0	0	0	1	0	23
8	20	4	0	0	0	0	1	0	25
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	14		28		5		4		51
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

Our first assessment tools for the assessment of early literacy skills are the results of the LAB-R and NYSESLAT exams. Fountas and Pinnell help us to assess the literacy levels of our youngsters and provide them with literary materials at their established grade levels. ELL students are given baseline exams and our teachers are provided item analysis reports that identify specific skills to focus

on for the students. On the 6th grade level all ELL students were administered the DRP, which provides us the reading level of each student. All students were administered the Measure of Student Learning Performance Assessment in ELA, Social Studies, & Science. After our teachers grade the MOSL assessments they look at student work using the National School Reform Faculty ATLAS- Learning from Student Work Protocol. This protocol guides groups of teachers to discover what the students understand and how they are thinking. Based on the results of the assessment, teachers determine the implications for planning and identify effective teaching strategies to assist the needs of each student. Teachers informally and formally assess students learning throughout the year and make adjustments to when necessary to meet the needs of each student. As continuous summative assessments, all content area teachers administer performance tasks at the completion of each unit. Content area teachers meet and look at students work using the National School Reform Faculty ATLAS- Learning from Student Work Protocol. Once again, this protocol guides groups of teachers to discover what the students understand and how they are thinking. Based on the results of the assessment, teachers determine the implications for planning and identify effective teaching strategies to assist the needs of each student. We always use the results of the NYC Performance Assessment and ARIS data to drive instruction. Teachers keep portfolios of student work, and they share these materials with their colleagues during Common Prep Planning Meetings and their informal conversations with other teachers of their ELL students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns on the overall NYSESLAT proficiency results reveal that we have more Advanced ELL than Beginner ELL and Intermediate ELL. The 6th grade has 6 more Advanced ELL than Beginner ELL and 10 more Advanced ELL than Intermediate ELL. The 7th grade has more Beginner ELL at 14 students, 6 Intermediate ELL and 10 advanced ELL. The distribution of ELL in the 8th grade is fairly level with 13 Beginner ELL, 12 Intermediate ELL and 10 Advanced ELL.

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 report that provides us information about the NYSESLAT modalities is not available at this time for the 2013 Exam

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) According to the 2013 ELA all of our ELLs, that tested, either scored a level 1 or 2 in all grades. Many of our students did not test because they were exempt from the exam for the 2013 exam. As for students who scored out of the ELL program by passing the NYSESLAT, all but one of those students scored a level 2 on the ELA.

In Math we had all but 1 ELL student score at level 1 even in their native language in 8th grade. We had a total of 15 students score a level 1 in 6th grade math and four of those students took the test in their native language. No 7th grader responded in their native language and 15 ELL students scored a level 1 and 7 scored a level 2. Only 2 ELL students scored a level 3 in the building, those students were both 6th graders. One 7th grader and one 8th grader scored a level 4 on the Math Exam. Students who take their exam in their native language are not fairing any more proficient than those in English.

Data on the NYS Science test only provides us with 4th grade scores and the report does not distinguish which language the students took the exam. The findings from the Science exam show that ELL students scored more frequently at level 2 than other proficiency levels. Nine students were able to meet or exceed proficiency on the 4th grade Science exam. Fourteen students scored a level 1

b) Like all data, the school leadership team and teachers follow a protocol for looking at data in order to make informed decisions. Data from the ELL periodic assessment is provided to teachers via ARIS reports. Teachers are asked to write down observations about the data, analyze the data and finally determine implications for the classroom. Based on data, teachers are to determine instructional next steps and identify best strategies for meeting the needs of their ELL students.

c) We use the ELL periodic Assessment to measured student progress in English language proficiency and to predict ELL performance on State English language acquisition tests. The results of the ELL Periodic Assessment provide our teachers with detailed information about our ELL strengths and weaknesses in English language development. The Periodic Assessments serves our teachers as a resource to help plan individual and group instruction.

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?

To ensure that a child's second language development is considered in instructional decision we use the teacher evaluation system where administrators establish clear expectations for pedagogy based on a research-based rubric of practice. Administrators engage in frequent cycles of teacher observation and provide timely and specific feedback to teachers. Part of the observation cycle is monitoring teacher responsiveness to English language learners. Support structures are put in place to support teacher growth in ELL

pedagogy.

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.).  
Through data inquiry teams our staff analyzes trends in State exams. We also monitor the success of our programs for ELLs based on the accountability reports such as the NYC Progress Report and State Report Card.

## 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](#).)

1. English Language Learners are welcomed to our school, and they are provided with high quality educational opportunities. The process begins when a parent arrives to be greeted at the front desk in our main office, and the parent's language of communication is established. With all newly admitted students, an informal conversation begins between the parent of the student and Ms. Ella Tiflinsky, our ESL licensed pedagogue and specialist. The administration makes sure that an ESL teacher is available to meet with the parents of our new ELLs. Ms. Tiflinsky determines if the "Home Language Identification Survey" needs to be provided in a native language as well as in English. The cards requesting a need for an interpreter are available at this time to help the parent identify his/her native language. Ms. Tiflinsky completes the interview process and checks the information in ATS to verify that the youngster is indeed a new student before providing the "Home Language Identification Survey" in the native language. At this time, we can also determine if the child is SIFE. An interpreter is available, if necessary, to ensure that the parent is able to complete the form. Based upon the results of the survey, Ms. Tiflinsky determines if the child is possibly an English Language Learner.

Within ten school days, the LAB-R test is administered to the student, and a raw score is established. For Spanish speaking listeners whose LAB-R (ENGLISH) is in the Beginner Level, we use the Spanish LAB-R to determine their academic level for future placement. The results of the test determine if the child is in need of ESL services. The parent is notified by mail and by phone that the child is entitled to Bilingual or ESL services. The "Entitlement Letter" is mailed home in the parent's first language and in English. We invite parents to participate in one of our orientation meetings where they are asked to fill out their program of choice. We honor the request of the parent, and we place the child in the desired environment. Our school offers the Free Standing ESL Program. If parents of 15 students who speak the same home language and are in two contiguous grades, we would certainly open a bilingual class to accommodate the parents of these children.

The NYSESLAT is administered annually every April/May, and we use the results of this examination to determine the placement of children for the following year in our school. We pay close attention to weaknesses and/or strengths in each of the four modalities – Listening, Reading, Writing, and Speaking, and we use our assessments to place the children accordingly at one of the three determined levels – Beginner, Intermediate, or Advanced. Lessons for the youngsters are prepared by our ESL teachers, and planning focuses on Speaking and Writing and on Reading and Listening. We have found that these combinations serve to enhance the learning of our youngsters. Teachers align their lessons to the Common Core State Standards. They differentiate instruction and follow the underlying guidelines of the Universal Design for Learning.

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.

Parent is invited to attend an orientation meeting. Orientations are ongoing and are held within 10 days of enrollment. The invitation is written in English and in the parent's native language. At the meeting, the parent receives a brochure explaining the Department of Education's ESL services. The parent then views a short video about the various programs offered by the DOE.

Parents are given the opportunity to watch this video in their native language. The parents learn about State Standards, assessments, school expectations, and general program requirements. At the end of the session, the parent is asked to complete the "Parent Survey and Program Selection Form." We also request that the parent selects the program of his/her choice (Traditional Bilingual, Dual Language, or Free Standing ESL.) If we should receive requests for a bilingual program from parents of 15 students in two contiguous grades, we would certainly open a bilingual class to accommodate the parents of these children.

If the parent does not attend our orientation sessions, we continue to contact him/her by telephone and mail letters home to explain the available options.

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 [\[see tool kit\]](#).)

The "Entitlement Letter" is mailed home in the parent's first language and in English. Children sign for the letters that they take home to their parents. Ms. Tiflinsky makes sure that the letters are returned to them in a timely fashion (within one week.) These letters are stored with Ms. Tiflinsky in a secure location. If necessary, the teachers call the homes of the children with the aid of interpreters to make sure that the letters have been received by the parents. We also invite the parents to school to meet with the teachers and with the Assistant Principal and Supervisor of ELL Instruction at our school.

At the end of the orientation session, the parent is asked to complete the "Parent Survey and Program Selection Form." We also request that the parent selects the program of his/her choice (Traditional Bilingual, Dual Language, or Free Standing ESL.) If we should receive requests for a bilingual program from parents of fifteen students in two contiguous grades, we would certainly open a bilingual class to accommodate the requests of the parents of these children. If the parent does not attend our orientation sessions, we continue to contact him/her by telephone and mail letters home to explain the available options. We make sure that the parent responds to our queries.

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 order to make this process more accessible for parents, we employ the use of our staff translators as well as the DOE Translation Unit to communicate the criteria used and the procedures followed to place identified ELL students in ESL instructional programs, which is described below:

At enrollment, the ESL teacher and School Secretary administer the Home Language Identification Survey (HLIS) to determine LAB-R eligibility. If the student's home language is English or the student's only language is English, we stop and student is NOT an ELL. This student enters the general education program. After HLIS is reviewed and the student's home language is other than English or the student's native language is other than English, the ESL teacher or AP of ESL performs an informal interview. The ESL teacher within ten school days determines whether the child is eligible for the LAB-R test. The Spanish LAB-R is administered to our Spanish-speaking ELLs if they scored below passing in the English LAB-R. The results of the test determine if the child is in need of ESL services. If the student scores at or above proficiency, we stop and determine that the student is not an ELL and he or she enters our general education program. When a student scores below proficiency this student is determined an ELL. When a student is determined to be an ELL, we exercise parental options. In order to make this process more accessible for parents, we employ the use of our staff translators as well as the DOE Translation Unit to communicate the criteria used and the procedures followed to place identified ELL students in ESL instructional programs, which are described below:

At enrollment, the ESL teacher and School Secretary administer the Home Language Identification Survey (HLIS) to determine LAB-R eligibility. If the student's home language is English or the student's only language is English, we stop and student is NOT an ELL and this student enters the general education program. After HLIS is reviewed and the student's home language is other than English or the student's native language is other than English, the ESL teacher or AP of ESL performs an informal interview. The ESL teacher within ten school days determines whether the child is eligible for the LAB-R test. The Spanish LAB-R is administered to our Spanish-speaking ELLs if they scored below passing in the English LAB-R. The results of the test determine if the child is in need of ESL services. If the student scores at or above proficiency, we stop and determine that the student is not an ELL and he or she enters our general education program. When a student scores below proficiency this student is determined an ELL. When a student is determined to be an ELL, we exercise parental options. The parent is notified that the child is entitled to Bilingual or ESL services using the "Entitlement Letter." This letter is mailed home in the parent's first language and in English. We invite parents to participate in one of our orientation meetings and view a video of various ESL program choices. They are asked to fill out their child's program choice. The ESL teacher or ELL administrator presents the 3 educational programs to the parents of newcomers. The parents complete the Parent Survey and Program Selection Form to choose an ESL program. This form is available in all major languages. We honor the request of the parent, and we place the child in the desired environment. Our school offers the Free Standing ESL Program. With the wide variety of languages spoken by students in our school, all students receive their instruction in English using ESL methodologies for the specific amount of time as determined by the LAP guidelines. If we should receive requests

for a bilingual program from the parents of 15 students in two contiguous grades, we would open a bilingual class to accommodate the parents of these children. If the survey is not returned and after many attempts to contact the parent, the child is placed in our ESL freestanding program. After receiving back the Parent Survey and Program Selection Form, we then send Placement Letters to the respective parents. For children who already were in an ESL program and took the NYSESLAT in the preceding spring and they scored below proficiency these student will continue ESL services. We send Continued Entitlement Letters in English and in the students' native language to the parents of students who scored below proficiency on the NYSESLAT. We explain that participation in this program is for the entire school year to come. We further explain that their child's continued entitlement is determined by his/her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered in the spring. We also provide parents with their child's NYSESLAT results for the past 2 years, were applicable. These letters have tear-off bottoms so that we have proof of all ESL parents' signatures. The returned slips are held with Ms. Tiflinsky to prove that parents have agreed to the ESL service provided. Records of the Identification process for ELLs are held in locked file cabinets in the ESL room. When a student score above proficiency this student is no longer an ELL and this student can enter our general education program.

When parents submit the Parent Survey and Program Selection, the school secretary, ESL teachers, and AP of ELL work together to update the ELPC screen within 20 days.ental options. The parent is notified that the child is entitled to Bilingual or ESL services using the "Entitlement Letter." This letter is mailed home in the parent's first language and in English. We invite parents to participate in one of our orientation meetings and view a video of various ESL program choices. They are asked to fill out their child's program choice. The ESL teacher or ELL administrator presents the 3 educational programs to the parents of newcomers. The parents complete the Parent Survey and Program Selection Form to choose an ESL program. This form is available in all major languages. We honor the request of the parent, and we place the child in the desired environment. Our school offers the Free Standing ESL Program. With the wide variety of languages spoken by students in our school, all students receive their instruction in English using ESL methodologies for the specific amount of time as determined by the LAP guidelines. If we should receive requests for a bilingual program from the parents of 15 students in two contiguous grades, we would open a bilingual class to accommodate the parents of these children. If the survey is not returned and after many attempts to contact the parent, the child is placed in our ESL freestanding program. After receiving back the Parent Survey and Program Selection Form, we then send Placement Letters to the respective parents. For children who already were in ESL programs and took the NYSESLAT in the preceding spring and they scored below proficiency this student will continue ESL services. We send Continued Entitlement Letters in English and in their native language to the parents of students who scored below proficiency. We explain that participation in this program is for the entire school year to come. We further explain that their child's continued entitlement is determined by his/her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered in the spring. We also provide parents with their child's NYSESLAT results for the past 2 years, were applicable. These letters have tear-off bottoms so that we have proof of all ESL parents' signatures. The returned slips are held with Ms. Tiflinsky to prove that parents have agreed to the ESL service provided. When a student score above proficiency this student is no longer an ELL and this student can enter our general education program.

When parents submit the Parent Survey and Program Selection, the school secretary, ESL teachers, and AP of ELL work together to update the ELPC screen within 20 days.

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 ESL teacher and the AP use the RLER and the RLAT reports from ATS to determine student eligibility for the taking the NYSESLAT. Once student eligibility is determined and it is time for the NYSESLAT, the ESL teacher and AP in charge of ESL make up a schedule to administer all four section of the exam. First, the teachers perform the Speaking Section. The Speaking session is performed individually and we spend about 15-20 minutes per child. Usually we combine Listening and Reading for each grade. The last session is writing. Participation is important for this exam. We design a make-up schedule for each modality to test all students that are absent. We follow all ESL test accommodations as well as IEP accommodations as necessary.

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.   
We have found that about 97 % of our parents opt for our Free Standing ESL Program. They appreciate that their youngsters are exposed to a multicultural learning environment where children speak a variety of languages and learn English at the same time from their American peers. Parents seem to appreciate the constant exposure to English, and they have heard recommendations from our district in support of our program. They all request the Free Standing ESL Program. At this time, the program models offered at our school are aligned with parents' requests.

## 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])?

We organize our programs in the Push-In and Pull-Out Models. Our Pull-Out model is grouped by grade, where all students are in one class from the same grade. Children work together at their mixed proficiency levels and our teachers differentiate instruction and at the same time cater to the socialization needs of their youngsters. Experience and research show that many children benefit greatly when they are supported by their peers who share similar circumstances in their educational development. Children learn best when they can support and teach one another. We do tend to separate our Advanced ELLs who do not require as many hours of ESL instruction but are serviced through the push-in model.

Our Push-In Model consists of teachers working with the children in their assigned content area classes. ELL students are programmed in the same class for all content areas in order to provide the best opportunity for the ELL teacher to push-in for direct instruction. Team Teaching meetings include all content-area teachers and ESL teachers in curriculum planning and professional development to meet the rigor of the Common Core Standards.

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)?

We ensure that our ELL students are provided the mandated number of minutes per week by way of our Push-In & Pull-out programming models. We tend to take our students from their minor subjects and not interrupt instruction from their core classes for our Pull-Out ESL program. We maximize use of instructional time during the regular school day when we use a Push-In model to meet the needs of our students in their content area classes. English Language Learners at the Beginner and Intermediate Levels receive 360 minutes of ESL instruction a week. Advanced Level students receive 180 minutes of ESL instruction per week. These periods represent additional hours of instruction because the children are programmed for a minimum of five periods of ELA and Math instruction by certified teachers. ELLs with special needs are in the least restrictive environment and receive services as per their IEPs

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.

To meet the demands of the Common Core Learning Standards, our school-wide programming is designed to allow for our ELL teachers to attend content area team teaching meetings. In these meeting all teachers collaborate to vet common core aligned performance task and rubrics. Teachers work together to design lessons that meet the needs of all students and use the guiding principles of the Universal Design for learning (UDL). UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Teachers gather data about ELL students using the National School Reform Faculty ATLAS- Learning from Student Work Protocol. This protocol guides groups of teachers to discover what the ELL students understand and how they are thinking. Based on the results of the assessment, teachers determine the implications for planning and identify effective teaching strategies to intervene and assist the needs of each ELL student for the next unit of study. All teachers informally and formally assess students learning throughout the year and make adjustments when necessary to meet the needs of each student.

In addition, to meet the demands of the Common Core Learning Standards our goal is to immerse ELL students in vocabulary acquisition. Teachers model academic language and consistently spiral language so that students' language proficiency grows increasingly more complex. Direct vocabulary instruction is important, but it is insufficient and inefficient alone to foster students' language and vocabulary development, therefore, we provide multiple opportunities for students to practice using language in discussions and writing. We ensure that students read often from a variety of text types, heighten students' awareness of the language in the world around them, and develop the skills of students to learn new vocabulary on their own. Vocabulary acquisition in the Push-in model is addressed through systematic and intensive vocabulary development and language-rich classrooms. A recent review of literature on reading instruction for ELLs found strong evidence to support the inclusion of high-quality vocabulary instruction in a curriculum for ELLs (Gersten et al., 2007). All content area classrooms develop and use vocabulary lists to help focus instruction on both content-specific vocabulary and common academic words that students may not know.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Through the use of the MOSL performance tasks, students are assessed in their native language throughout the year in various content areas such as Science and Social Studies. Classroom teachers informally assess students learning in their native language by way of technological services, such as Google translate. We use the Spanish ALLD to evaluate both our SIFE students as well as the children who are classified as general English Language Learners. Teachers and staff members in our building who are proficient in languages other than English assist our staff in the preparation and grading of the ALLD in other languages. We also employ the use professionals at the translation unit when needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Teachers build ongoing assessments of the four modalities listening, reading, writing, and speaking into their daily lesson planning. In class, teachers monitor speaking and listening on a weekly basis to provide feedback to student's using a speaking and listening rubric. Reading and writing is monitored in the content areas using informal observations, notebook checks, formative writing assessments in addition to final performance tasks and interviews with the students. Students are evaluated on teacher vetted, common core aligned rubrics.
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).

Differentiation of Instruction for our ELLs, as well as for the other students in our building, depends upon a child's scholastic ability, his learning preference, and his level of achievement. The English Language Learner population at I.S. 14 is extremely diverse, not only in home language, but also in culture, educational experience, and learning strategy. Differentiation of instruction occurs in all of our classes on a regular basis. We adhere to the principles of Universal Design for Learning to meet the needs of ELL subgroups. UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn.

a) Our 18 students with interrupted formal education (SIFE) have five or fewer years of service. We provide these children with rich and rigorous language experiences. We employ buddy-systems, services through Title III, and the benefits of our Push-In and Pull-Out instructional ESL programs. Children meet with our guidance counselors and other support staff on a regular basis. Parental involvement is key. SIFE's are subjects for our school's Inquiry Team. Teachers use ongoing assessments in all content areas and to assess progress of these students. ESL teachers meet with contents area teachers on a regular basis to view the work of the children and explore new ways to meet the learning challenges facing the youngsters each day. This data is used to drive instruction in the classroom. Teachers of ELL attend professional development sessions regarding SIFEs regularly. ELLs, who are SIFEs, are grouped according to uniform school data such as state exam data from ELA and NYS Math examinations, the results of the NYSESLAT, and the ongoing classroom data acquired by their subject class and ESL teachers. The data is used to drive their instruction. Our ESL teachers communicate regularly with their

colleagues who teach our SIFE's required material from subject content areas. All of our pedagogues work together to design differentiated lessons that adhere to the Common Core Learning Standards. Curriculum maps are provided for all teachers to support instruction. Paraprofessionals assist the children when necessary and provide individualized instruction to reinforce what is learned in the regular subject area classroom. Students receive AIS services during the school day, and they are given the opportunity to participate in our after-school programs for additional support and enrichment. The following are a few ways we differentiate instruction for SIFE's: use of technology for video and audio support, Starfall, TPR – Total Physical Response, Google Translation (for translation & audio), Vocabulary/Pronunciation Bilingual Glossaries for content areas/subjects, Picture Dictionaries Starfall/Listening/Speaking /Recording Voices, Multicultural/Bilingual Libraries, Listening Centers, Visual & Modeling, Graphic Organizers.

b) Newcomers, ELLs in U.S. schools for less than three years, are supported by being given English and translated introductions regarding school policies, established procedures, and daily routines for learning. We also provide these children with rich and rigorous language experiences. We employ buddy-systems, services through Title III, and the benefits of our Push-In and Pull-Out Instructional ESL Programs. For students in the Beginner level, we use Total Physical Response, labeling, songs and chants, drama, role playing, choral reading, shared reading, Brainstorming, language experience stories, buddy/partner reading, and sketch-to-stretch activities. For the children in the Intermediate/Advanced levels, we align the tasks related to the literacy texts and assessments that require higher-order critical thinking skills. Students are moved from the Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP) with scaffolding and the explicit teaching of the English language, including etymology, grammar with the study of literal and figurative language, and semantics. Students are encouraged to reflect upon their own experiences as a foundation for building vocabulary and understanding theme.

Students receive content area instruction in English with certified subject teachers. Teachers differentiate their instruction to meet the needs of all students, including the ELLs. Classrooms are arranged for small group support and cooperative learning. Rooms are designed to provide visual support. Teachers use scaffolding, technology, tiered grouping, project based learning, and other differentiated strategies to help ELLs learn content and language proficiency. All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners.

Newcomers, who must take the ELA this April, receive differentiated instruction, ongoing assessment, and continued support. We place a strong emphasis upon the writing of Standard English and the ability to analyze and evaluate when reading both non-fictional and fictional literary works. We stress the importance of an enhanced vocabulary and the need to use these advanced English terms when writing essays in all subject areas. Students are instructed about the nature of essay writing, and they practice writing coherent and intelligent compositions.

c) The above practices are also in effect for our ELLs receiving service for four to six years. ELLs, who receive service 4 to 6 years, are grouped according to uniform school data, MOSL and Baseline assessments, data from ELA and NYS Math Examinations, results of the NYSESLAT, and the classroom data acquired by their subject class and ESL teachers. All of our pedagogues work together to design differentiated tasks that meet the demands of the Common Core Learning Standards. Instruction is scaffolded using the UDL principles for creating instructional goals, methods, materials, and assessments that work for everyone and flexible approaches that can be customized and adjusted for individual needs. Curriculum maps are provided for all teachers to support instruction. Paraprofessionals assist the children when necessary and provide individualized instruction to reinforce what is learned in the regular subject area classroom. Students receive AIS services during the school day, and they are given the opportunity to participate in our after-school programs for additional support and enrichment.

d) Long term ELLs with more than six years of service usually become case studies and require close inquiry to determine the lag in attaining proficiency in English. We sometimes refer these students for additional services through the PPC. Our long term ELLs receive targeted intervention, including conferencing, student contracts for increased academic work outside of school, and AIS during the school day.

e) Former ELLs are monitored and supported continuously. Former ELLs are encouraged to acquire assistance from the ESL teacher when needed during the school day, during AIS, and in the afterschool program. Progress of these students is monitored like all students, on a regular basis. Content area teachers use UDL strategies to provide access to on-level tasks and support diverse learners. Former ELLs are eligible for ESL test accommodations up to 2 years of testing proficient.

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?

The needs of ELLs-SWDs within the least restrictive environment are addressed in the same fashion. We differentiate instruction for all of our students, and we pay close attention to their individual needs. As mentioned, we employ the guidelines of UDL so that all students can access grade-level materials. UDL helps us address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs. We aim to have curricula that is created using UDL and therefore is designed from the outset to meet the needs of all learners. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners. When planning we look toward the three primary principles, which are based on neuroscience research, guide UDL

and provide the underlying framework for the Guidelines: Principle I: Provide Multiple Means of Representation (the “what” of learning). Principle II: Provide Multiple Means of Action and Expression (the “how” of learning), and Principle III: Provide Multiple Means of Engagement (the “why” of learning).

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?

Here at I.S. 14 we have a wide range of diverse learners and our school curricula, instruction, and scheduling flexibility are designed so that English Language Learners and Students with disabilities are given access to the full continuum of services in the LRE appropriate. When planning for learning, we keep in mind the students’ individual student accommodations, modifications, and assistive technology found on their IEP to foster students’ success. Our school-wide structures and resources utilize staff and resources innovatively. We have always scheduled students so that they are in the least-restrictive environment. We provide flexible programming in order to provide a full continuum of services necessary. As stated, instructional planning is done collaboratively with the ESL teacher and content area teachers working in concert to meet the demands of the Common Core Learning Standards but teams are able to strategically identify barrier so to put structures in place to make instruction accessible, using guidelines provided by Universal Design for Learning.

**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
<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**

	Beginning	Intermediate	Advanced
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**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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## 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.

Our targeted intervention programs for the children are all offered in English. Staff members, who act as translators, will make phone calls home and assist teachers and support personnel who need to discuss specific intervention concerns with the parents of our ELLs. We offer AIS programs in Language Arts and Math to support our ELL youngsters. In addition, Ms. Tiflinksy, The ELL teacher, provides 4 hours a week in afterschool assistance to our ELL students.

The after-school program is available for continued help and support in academics and socialization skills. Our afterschool program aligns and meets the demands of the ELA Common Core Curriculum. The teacher uses all techniques of ESL instruction such as modeling, hand-on activities, listening centers, read along books, and graphic organizers. The goal of the program is to increase ELL's performance levels on state assessments. In addition, the afterschool program prepares students who will be taking the ELA for the first time with a strong focus on writing.

We are using the Word Generation Program as an intervention program in the 6th grade. Word Generation is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies classes. The program employs several strategies to ensure that students learn words in a variety of contexts. The program consists of weekly units that each introduces 5 high-utility target words through brief passages outlining controversies currently under debate in this country. The paragraphs are intended to help students join ongoing "national conversations" by sparking active examination and discussion of contemporary issues. The target words are relevant to a range of settings and subject areas. The cross-content focus on a small number of words each week will enable students to understand the variety of ways in which words are related, and the multiple exposures to words will provide ample opportunities for deeper understanding. Our Inquiry Team monitors the progress of our youngsters, and teachers meet regularly as teams to discuss how to use current data to drive instruction in their classrooms. Guidance counselors and other support personnel meet regularly with our youngsters to monitor their progress and help them deal with ongoing situations in their personal lives. Teachers give up their personal time to tutor children and advise them during regularly scheduled lunch periods. In addition, through the use of continuously looking at student work in all content areas, our teachers are able to identify the strengths and weaknesses of our ELL population on a regular basis. When teachers collaborate they can identify ELL barriers to learning and determine instructional interventions through the use of UDL principles.

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

The teaching practices in the Push- In and Pull-out model leverage strategies that promote high levels of thinking, problem solving, and student ownership. The teaching strategies school wide, such as inquiry, collaborative learning, critical thinking, scaffolding, and questioning are systematic and explicit, are based on sequential plans aligned to the CCLS curricula, and consistently provide multiple entry points and instructional interventions and extensions to ensure that all students, including ELLs, SWDs, to have access to curricula. Our program teachers meet frequently in grade level and subject area teams to collaboratively review student work of ELL, analyze formative grade wide assessments, and assess student progress after each performance task for evidence of student growth as well as gaps in learning. We have noticed that the students are incorporating more academic vocabulary acquired from varied subjects in their writing since the implementation on the ELA Common Core Standards, and students are employing the use of figurative language and are citing text evidence but need more support in developing their thesis statements.

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

We hope to expand our ELL program and are looking to hire an additional ESL teacher in the coming year. In addition, we are focusing on providing more translations in the school's pertinent languages, so we do not miss opportunities to highlight special events and student successes for all families. We hope that maximizing school-home communication around sharing of goals, plans, and solutions for learning to ensure the realization of the school's vision.

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

At this time, we are planning to enhance our services and programs for ELLs and not discontinue them.

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

All ELL students are afforded equal access to school programs. Students in freestanding ESL programs receive all instruction in English with native language support. Educational programs for ELLs embody the conceptual understanding of challenging content and well-developed learning strategies that will prepare ELLs to think critically, solve problems, and communicate in the language(s) of instruction. ELLs are actively engaged in standards-based academic curriculum. All students including ELLs are included in all school activities, after school programs, & Academic Intervention Services. All school programs are described in detail for the parents when letters are sent home from school. Children receive applications for the After-School Programs that include a set of permission slips for classroom videos and student evaluations at the end of the program. Applications are duplicated and

translated for the parents. Translators explain the nature of each offering when necessary. This process is in effect for all after-school activities and supplemental services in our building.

Our Spanish speaking ELLs, who are deemed proficient in their native language according to the results of Spanish language assessments, are given additional support. We encourage them to take the NYS Spanish Proficiency Exam for High School credit. ELLs who excel in math content skills are encouraged to attend our classes in Regents Mathematics and take the exam in June. Students who are eligible for NYS testing in ELA or who scored below the grade of mid Level 2 also receive academic intervention (AIS). Children who received a Level 1 in Mathematics participate in AIS classes that offer a computer assisted program, Math Upgrade, and small group tutorials. All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Prentice Hall Literature Common Core Edition is a comprehensive literacy program that brings together the cornerstones of the Common Core State Standards and provides teachers and students with a full array of instructional resources. An ELL support version of the book is available to differentiate instruction. ELL students are fully integrated in other content areas and supported with material designed to break barriers to learning. Textbooks from the Harcourt Newcomer series are also used to focus on academic language and organization within the content areas. Word Generation is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies classes. The program employs several strategies to ensure that students learn words in a variety of contexts. Standards based materials are used with teacher scaffolding activities as needed. We provide native language support through the growth of an extensive native language literature collection. Bilingual glossaries provide our students with opportunities to share elements of their native languages with their classmates who learn new words and also discuss common phrases.

Students who are eligible for NYS testing in ELA or who scored below the grade of mid Level 2 also receive academic intervention (AIS). Children who received a Level 1 in Mathematics participate in AIS classes that offer a computer assisted program, Math Upgrade, and small group tutorials. We employ buddy-systems, services through Title III, and the benefits of our Push-In and Pull-Out Instructional ESL Programs for all of our ELLs requiring supplemental services.

For students in the Beginner level, we use Total Physical Response, labeling, songs and chants, drama, role playing, choral reading, shared reading, Brainstorming, language experience stories, buddy/partner reading, and sketch to-stretch activities.

For the children in the Intermediate/Advanced levels, we align the tasks related to the literacy texts and assessments that require higher-order critical thinking skills. Students are moved from the Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP) with scaffolding and the explicit teaching of the English language, including etymology, grammar with the study of literal and figurative language, and semantics. Students are encouraged to reflect upon their own experiences as a foundation for building vocabulary and understanding theme.

All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners.

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

We provide native language support by the use of bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, and the buddy system. We offer language development and support for content instruction in the native language when same language grouping is possible.

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

The ELL population at I.S.14 is served by grade. Our school follows a freestanding ESL program where the ESL teachers work collaboratively with ELA teachers. Our school follows the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. Our teachers infuse ESL strategies into grade level content instruction so that students can learn content and receive content credit while simultaneously developing English skills. Also, we assist students with Interrupted Formal Education (SIFE) accelerate academic and language development by providing additional instructional time before school (AIS) and after school. The Title III (supplemental Service) for ELL students is available during our afterschool program. This program is taught using research based strategies, with a focus on speaking, reading, writing, and mathematics. Students also learn through enrichment activities, including Computer-Based Language and Total Physical Response activities. Instruction is in English and test preparation is provided.

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.

Each May, we conduct orientation sessions for parents of incoming ELL sixth graders where we explain our programs, and we talk about extra-curricular activities for our youngsters. We offer translations in major languages so that the parents can understand the nature of our meeting. ELL students and their parents have the opportunity to view the school building and classrooms, talk with subject teachers, and ask questions. The prospective sixth grade ELLs can also tour the building and view the work of the other children in the school. Prior to the opening of school in September, newly enrolled students meet the ESL contact person, Ms.

Tiflinsky, the teacher, and some of the youngsters from our current ESL Programs who may be able to converse with them in their native languages. Parents fill out necessary forms to clarify the prior education of their children. This aids us when we place the students for instruction. The Parent Coordinator and our bilingual staff are also available to facilitate an easy start to the new school year.

In September, when we meet our newly enrolled ELL students, our ESL teachers duplicate the established procedures that we have set in practice for our incoming sixth graders. All new students are assigned a buddy, they are given a tour of our school building, and they are greeted by our general staff and made to feel welcome. Parents are encouraged to maintain contact with teachers and support staff throughout the course of the school year. Our ELL students and their parents mean a great deal to us. ELLs who enroll throughout the year are welcomed in a similar manner. All ELL students and their parents have the opportunity to view the school building and classrooms, talk with subject teachers, and ask questions in their native language. Students are assessed and placed in the best environment. Teachers are quickly provided the most up to date data and integrate ELL strategies based on the needs of the students.

18. What language electives are offered to ELLs?

N/A

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.

1. All ELL Personnel and staff at the school are required to participate in Professional Development sessions. Administrators, lead ELL teachers and coaches will review and turn-key best practices based on the latest research to support learning for the ELL population. Paraprofessionals, teachers, and other staff will attend workshops during Chancellor's Professional Development days that will focus on meeting the needs of the ELL population. Teachers receive professional development provided by school leaders and outside support teams regularly throughout the school year. At the school site, teachers will continue their learning of the elements of the Universal Design for Learning and how to provide ELL access the demands of the Common Core Learning Standards. Staff meetings and common preparation periods will often devote time to discussions about teaching strategies that work to support ELLs. Mainstream teachers of ELA, Science, Math, Social Studies , and our ESL teachers will meet regularly, according to an established schedule, with our Literacy Coach and Data Specialist who can provide training and support regarding teaching strategies and data that will drive instruction and enhance learning for our ELLs. Teachers have access to and review ELL data through our school Intranet I Space.

2. As stated, all teachers of ELL students are required to participate in Professional Development sessions. Teachers are encouraged to attend DOE and Network 602 PD Opportunities available for Educators of ELLs. As we transition to the rigor of the Common Core learning standards, our school has employed the knowledge of our own NYC Common Core Fellows to run meeting on the unpacking of the standards as well as how to implement these standards into the classroom. Our professional development meetings are ongoing and look like professional learning communities where teacher collaborate and turn-key new ideas as they engage in the Common Core Learning Standards in various content areas. ELL teachers are a part of these meetings and share best practices to break down barriers for the ELL students as they work with the Common Core Learning Standards.

3. We provide support to our staff to assist ELLs as they transition from elementary to middle school. At the end of the school year, in May, teachers of students in Grade 6 meet with coaches and support personnel to plan our activities for our incoming sixth graders. Teachers are encouraged to participate in our Summer Orientation Program for all incoming students, including ELLs. Students can learn about the school and its programs, and they can begin to develop new relationships.

4. The minimum 7.5 hours of ELL training for all staff, including non ELL teachers will include the following topics:

- The Language Allocation Policy plan is an essential document for our school, and it describes our plans for the success of our English Language Learners.
- Who are our SIFEs, and what can we do to ensure their success in our building?
- What measures do we have in place to assure that our curriculum in all content areas give all individuals' equal opportunities to learn?
- How can we support academic language acquisition and vocabulary development for our ELLs?
- How can we analyze ELL data effectively to drive instruction?
- How can we plan for and teach BICS and CALP simultaneously?
- What can we do to better understand native language patterns in order to differentiate instruction in Standard English grammar?

## 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. We have presently hired a new Parent Coordinator and who has a goal to work with the school staff to increase parental involvement. Through the use of the DOE Translation Unit she will provide parents ongoing access to the school news in the highly used home languages at I.S.14. The Parent Coordinator will identify the needs of parents as they communicate with teachers and work as a liaison to find a communication tool best suited for each parent. The school is working hard to increase the level of parental involvement, including parents of ELLs. The new parents of our students in Grade 6 are showing an interest in participating in school events. In addition to PA meetings, parents will be invited to attend several school functions. Our Parents' Association meets each month to address the needs of our children and the needs of our school. All parents, including the parents of our Ells, are invited to attend these meetings. Invitations are translated into the native languages of the children, and they are sent home with the original English letters. In addition to Open School Week, our parents are invited to our school at the discretion of both the teachers and the parents to visit their child's classroom and observe his/her performance in class. We encourage our parents to be a part of our school environment and work with us as a team to support the academic and social success of their children. Parents are invited to accompany their children on classroom excursions, take part in our festivals and school events, and support us throughout the school year. We have an "Open Door Policy" for all of our parents, including the parents of our Ells. Through Title III, we offer programs to support our parents after school and in the evenings. Ms. Tiflinsky, our ESL specialist, conducts workshops to address topics requested by parental survey.
  2. At this time we do not partner with Community Based Organizations but provide our own parent workshops
  3. In order to evaluate the needs of parents we use:
    - Parent survey data
    - Feedback via Email
    - Parent association minutes
    - One –on –one conversations
    - Parent coordinator notes
  4. Parents are interested in learning about the academic requirements of their children. For example, the parents of the long-term ELLs seek guidance on what measures should be taken at home to assist in the educational development of their child. In addition, the parents of our newcomers are interested in learning about the promotional requirements and testing policies of DOE schools. In addition, we plan to have parent information and parental development opportunities based on the NY State Exams, the demands of the Common Core Learning Standards, as well as requirements for High School entrance. To meet the socialization needs of our ELL population, we have a annual cultural fair run by Ms. Tifinsky and facilitated by our own ELL students. At this fair, parents and teachers are treated to traditional food from the various cultures as well as special dances and musical performances.

## 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:

## Part VI: LAP Assurances

**School Name: I.S. 14**

**School DBN: 22K014**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Teri Ahean	Principal		11/5/13
Theresa Morgan	Assistant Principal		11/5/13
Tina Maffeo	Parent Coordinator		11/5/13
Ella Tiflinsky	ESL Teacher		11/5/13
Ms. Giglio	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		11/05/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 22K014 School Name: 014

Cluster: 6 Network: 602

**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.

We collect data from the Home Language Surveys as well as through interviews with students who may no longer be ELLs but whose parents are not proficient in English. On the HLIS ELL parents check the language to which they would prefer to communicate. When parents are invited to school for orientations and meetings with the teachers of their children, we assess their ability to communicate in English. If we determine that the parent needs support in his/her primary language, we depend upon the assistance of our staff members who are able to converse with the parent in his/her primary language. If we do not have a staff member available to communicate with the parent, we contact the Translation Unit for support and assistance.

We translate school letters over the Internet through the Translation Unit, and we distribute the English and the translated versions of the documents to the children. We encourage all of our students to bring home all notices in a timely fashion.

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.

The findings were that at least seven different languages are spoken in the homes of our youngsters, with Haitian-Creole, Spanish, and Arabic being predominant. Most of our English Language Learners speak their primary languages at home when communicating with their parents and family members. Although some of our parents have limited oral English language ability, only a small percentage are able to read and write proficiently enough in English to comprehend and correspond with the school effectively. Teachers and Staff are provided a report of what language is spoken at the home of ELL students. Teachers and other staff members have reported that they need the assistance of translators for interpretation and language assistance when calling the parents of our ELLs to ensure that communication is accurate and complete.

## 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.

Most major informational materials are available in translated versions on the DOE website. The ESL teacher, the Assistant Principal, and the Parent Coordinator download these various documents when necessary. School-based letters and notices are sent to the Translation and Interpretation Unit in a timely fashion. The unit offers translation services in the top nine languages other than English spoken in New York City—Spanish, Chinese, Russian, Bengali, French, Haitian Creole, Korean, Urdu, and Arabic for our parent population. Sometimes, we use the translation services provided by the Internet for language assistance. School-based documents relating to academic programs, disciplinary issues, and notices of special school and general events are sent to the Unit for translation services. Sometimes, we use the translation services provided by the Internet for language assistance. Each September, the school's administration surveys the staff to identify members with writing proficiency in the primary languages of our students. In addition to supporting the language needs of our parents, our translators aid us when we assess the scholastic abilities of our youngsters in their primary languages

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.

We use various resources in order to provide our parents with oral interpretation services. Our first step is to use a teacher or staff designee to interpret for the non-English speaking parents. If we need additional assistance we call on the Translation and Interpretation Unit. The Translation and Interpretation Unit is a critical resource for schools who need assistance translating parent notifications and providing over-the-phone interpretation services to ELL parents. Over-the-phone interpretation services are available in more than 150 languages. The Unit is an important part of the school's language access initiative which aims to enhance our school's ability to communicate with and better engage limited-English-proficient 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>.

Our school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

- The Translation and Interpretation Unit will be asked to provide training to parent coordinators and other key school-based staff on language access requirements.
- Within ten days of a student's enrollment, or by a date and procedure determined by the Office of Teaching and Learning, our school will determine the primary language of the parent. If the language is not English, our school will determine if the parent requires language assistance in order to communicate effectively with the Department and with our staff members.
- We will maintain an appropriate and current record of the primary language of each parent. We will maintain this information in ATS and on the student's emergency card.
- We will provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the Department and with our staff members.
- We will not use minors under the age of eighteen as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or discipline issues are items for discussion.
- We will employ the services of the Translation and Interpretation Unit in a timely manner for translated documents. We will make use of documents that are distributed electronically to all parents within the City of New York that contain critical information regarding their child's education and other matters such as registration, application and selection, standards and performance, conduct, safety, discipline, special education and related services, and transfers and discharges.
- We will work with the Translation and Interpretation Unit so that their personnel can translate critical communication, in a timely manner, in each of our designated covered languages.
- Our school will provide parents, whose primary language is a designated covered language, with translations of documents that contain individual, student-specific information regarding matters of health, safety, legal considerations, discipline, and entitlement to a public education or placement in any Special Education, English Language Learner, or any non-standard academic program.
- When the Translation and Interpretation Unit is temporarily unable to provide required translations in designated covered languages, we will assist the parents and inform them in writing about methods of requesting free translations or interpretations of school and other necessary documents.
- We will provide parents, whose primary language is a designated covered language, with a copy of the Bill of Rights and Responsibilities which delineates the rights of parents regarding translation and interpretation services. Our school administration will post signs in conspicuous locations in our building, and in each of the designated covered languages, about the availability of interpretation services for parents. We are aware of the fact that the Bill of Rights and Responsibilities and the signs are available at "schools.nyc.gov..." and we intend to access copies of these materials.

