

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

DBN: (i.e. 01M001):

17K484

School Name:

RONALD EDMONDS LEARNING CENTER II

Principal:

MICHELE LUARD

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 17K484
School Type: Public Grades Served: 6-8
School Address: 430 Howard Avenue Brooklyn New York 11233
Phone Number: 718- 467- 0306 Fax: 718 953 0682
School Contact Person: Ms. Felicia Leggette Email Address: Fleggette@schools.nyc.gov
Principal: Ms. Michele Luard
UFT Chapter Leader: Ms. Kareen Francis
Parents' Association President: Ms. Dawn Campbell
SLT Chairperson: Ms. Dawn Campbell
Student Representative(s): N/A

District Information

District: 17 Superintendent: Clarence Ellis
Superintendent's Office Address: 1224 Park Place Room 130, Brooklyn, New York 11213
Superintendent's Email Address: Cellis3@schools.nyc.gov
Phone Number: 718 221 4372 Fax: 718 221 4326

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 102/113 Network Leader: Alison Sheehan

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:

1. 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*.
2. 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.**
3. 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)
Michele Luard	*Principal or Designee	
Kareen Francis	*UFT Chapter Leader or Designee	
Dawn Campbell	*PA/PTA President or Designated Co-President	
Mr. Carl Welbon	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mr. Rick Miller	CBO Representative, if applicable	
Mr. Oliatain Alabi	Member/ Teacher	
Mr. Joseph Anderson	Member/ Teacher	
Ms. Edwards	Member/ Parent	
Ms. Gabbidion	Member/ Parent	
Ms. Collisa Cranmore	Member/ Parent	
Ms. Roslyn Stephenson	Member/ Parent	
Ms. Holly	Member/ Guidance Counselor	
	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.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

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:

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

Mission

At Ronald Edmonds Learning Center II, our goal is to develop students with the desire and ability to attend and succeed at a college or university. We will prepare our students with a foundation to gain admission to a four year college or university. We will accomplish this by providing rigorous accelerated instruction while cultivating student's talents and interest in a challenging supportive and safe environment.

Vision

All students who attend Ronald Edmonds Learning Center II will begin a path to college and career. We believe all students will achieve success and embrace learning in a safe and supportive environment with competent and caring adults.

At Ronald Edmonds Learning Center II we keep the child and their family at the center of everything we do. We are a school that believes in understanding the needs of the individual child and creating a plan that will ensure that the academic, social and emotional needs of the child are addressed. Our staff goes above and beyond for our students. This is evident in their purchasing music instruments to ensure that our students are able to learn to play music. Additionally we believe in community involvement. Our students visit the community centers in the area and provide them cheer. Our school has many extra curricula activities, such as needle work (sewing), bridge, Imani (all girls club), sports, SASF, NOBLE, Junior Achievement, Classroom INC and Urban Advantage to name a few. Most parents who visit our school enroll their child.

Because we are a small school we have challenges that larger and better financed schools don't have. However, these challenges are what make us a stronger and closer community. Both the principal and assistant principal teach classes which allows them to get to know students well, and informs them in their work with teachers when developing the curriculum. Nearly all of our teachers pitch in to teach enrichment classes (since we do not have a cluster position) such as sewing, Boyz to Men, Imani, a principal's book club, tutoring, lunchtime games, and weekend Science trips. We have also developed partnerships with outside organizations such as Urban Advantage, the Police Leadership Program, Champs (basketball and volleyball) and the Sports and Arts In-School Foundation After-school, to provide our students with additional opportunities.

While the majority of our students are not yet performing at Standards Levels on the Math and ELA state tests, we made remarkable progress in the past year, and in fact, exceeded the targets that the city had set for us. 80% of our students made at least one year's progress in ELA, as compared to the city average 63.4%. 70% of our students made a year's progress in Math (city average 61.3%). And for our students who had scored in the lowest third in prior years, our students progressed by 87% in Math and ELA as compared to the city wide averages of 73% and 76.7%. We are working hard to close the achievement gap for our students. This progress is due in large part to the new curriculum we have adopted, to the greater emphasis that we are placing on training teachers, and to the implementation of the Danielson Framework.

We have also exceeded expectations set by the city regarding the environment and culture of the school. 97% of our school community feels that the school is on the right path towards providing an engaging and rigorous curriculum. 98% of our school community feels that structures are in place for improving the school. And 97% of our community feels safe and comfortable with the school's culture.

Despite these gains, we have only just begun to make significant changes in the school. Our focus for this year is on improving instruction to students by focusing on refinement of curricula, and on developing pedagogical strategies that engage students in their own learning.

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.

There is a need to ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/ or content standards. Ninety five percent of our students are reading below grade level. 85% of our students enter the school performing below grade level in Math and ELA. 95% of our students improve their performance on the ELA and Mathematics State Exams compared to their peers.

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 March 2015, 100% of teachers will have implemented Common Core aligned curricula that includes rubrics that set high expectations and goals for students as well as rigorous performance tasks, resulting in students being able to state what is expected of them to be successful for each unit of study.

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 targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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 			
Sending key personnel to core curriculum and network trainings on expectations for teachers and students thus ensuring an opportunity for turn- keying and monitoring impact.	All teachers	September 2014 – June 2015	Teacher leaders, and administration
All teachers meet for departmental meetings 90 minutes weekly and grade level meetings 45 minutes weekly to plan vertically and horizontally using CCLS curricula.	Teachers in various disciplines	September 2014 – June 2015	Content leaders, administration
Teachers will be given an opportunity to participate in the decision and choices of professional development to ensure their professional growth is considered.	All teachers	September 2014 – June 2015	Administration

Professional Development from the Principal and the Network on rubric development and the use of rubrics for setting goals and expectations.	All Teachers	September 2014- June 1015	Administration
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Part 4 – Resources Needed

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

OTPS funds to cover teachers release for professional development, instructional material and an increase in smart boards and projectors. We have arranged the schedule to facilitate common meeting of teachers for planning. We have created an assessment team to ensure classroom instruction is addressing the needs of the individual child including students with IEP and English language learners.

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	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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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:

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.

1. By September 2014, all teachers will have written and implemented Common Core aligned units and have unit rubrics posted in their classrooms. All students have copies of rubrics for final projects.
2. By December, 2014, fifty percent of teachers including the instructional leads will have their lesson plans and curriculum aligned and their lessons will be implemented to demonstrate rigor for all students. By March 2013, 85 percent of teachers will have coherent curriculum reflective in their lesson execution and plans for all learners in their classroom. This will be evidenced by curriculum and unit and lesson plans available in the classroom and main offices as well as online for parents
3. By December 2014, we will complete a benchmark assessment and analyze the data to ensure students have an understanding of what is completed. Students who did not attain a score of 85% will be given after school and lunch time support to assist with understanding. Parents will be informed through progress reports and the Remind system about their child’s progress. They will also be given support to help the student at home where this is possible.
4. By December 2014, lesson planning templates, unit plan templates and curriculum maps revisions based on data and experience of execution. All classrooms will be utilizing one of the summary assessments to ensure teachers are aware of the students learning.
5. By December 2014, all ELA teachers will be trained in Guided reading. To improve student reading we will infuse guided reading to help struggling readers grapple with content specific reading. Students would improve 1 reading level on the F&P test between September 2014 and December 2014.

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

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.
<p>90% of teachers received a Developing on their HEDI scale in Danielson Framework component 3b questioning and discussion for school year 2013- 2014. This scale was also supported during our Quality Review and PPO visits. Students in most classrooms are compliant rather than engaged during lessons. There is a need to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.</p>	

Part 2 – Annual Goal

<p>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.</p>
<p>By June 2015, 100 % of teachers will have participated in professional development on Questioning and Discussion techniques, resulting in 80% of teachers will improving one HEDI scale in Danielson Framework component 3b.</p>

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 targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>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).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
After-School professional development cycle on Danielson component 3B led by administration and staff. Teachers develop unit-wide questions to address the needs of range of learners.	All teachers	September 2014- June 2015	Leadership team
Intervisitations to Model Teacher classroom and content area colleagues to conduct low inference observations and to debrief student and teacher questions and responses.	All teachers	September 2014 – May 2015	Model Teacher
Teachers use ARIS materials to observe highly effective questioning techniques and to evaluate themselves in the domain of questioning.	All Teachers	September 2014 – Nov. 2014	Leadership Team
Participation in Learning Partners Program allows teachers to visit host school and turn key strategies during weekly PD periods.	LPP teachers	September 2014 – May 2015	Model teacher

Part 4 – Resources Needed

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

OTPS funds to cover teachers release for professional development. We have arranged the schedule to facilitate inter-visitation for teachers.

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	Tax Levy	x	Title I Basic		Title IIA	x	Title III	x	Grants
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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:

- 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.

Feedback provided to teachers after first and second cycle of observations with focus on questioning. (fall, winter cycles). By the third observation cycle, in March, there will be an increase of one HEDI in 3b when measured against their initial observation.

Part 6b. Complete in February 2015.

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

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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. |

95% of our students are reading below grade level. 85% of our students enter the school performing below grade level in Math and ELA. 95% of our students improved their performance on the ELA and Mathematics State Exams compared to their peers. In order to ensure our students are college and career ready we have to ensure they are as close as possible to performing on grade level. We also have to ensure they are socially prepared to resist the pressures of peers and society.

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, the NYS ELA and Math scores of our lowest third will improve by 20 points due to differentiation in Math and ELA instruction that is based on regular monitoring of student work and assessment.

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 targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <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			
Implementation of Common Core aligned curriculum – Codex, EgageNY and CMP3 with Unit plans reflecting differentiation for students.	Bottom third of students	Sept. 2014- June 2015.	Administration and Staff
Evaluation of students in reading using Fand P benchmark running records. Training for teachers in Guided Reading practices to address students scoring below grade level on F and P.	Bottom third of students	Sept. 2014- June 2015.	ELA teachers, Humanities Self-contained teacher, ATR Principal
Parent Outreach through SLT and PA to share best practices to use at home.	Parents	Sept. 2014- June 2015.	Principal and ELA teachers
AIS and small group instruction for SPED students, ELLs, and other high need students	SPED, ELL, and over/age	Sept. 2014- June 2015.	Classroom teachers

Part 4 – Resources Needed

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

Guided reading books, core curriculum materials, small classroom sizes. PD for ELA teachers around Guided Reading, thus requiring some rearranging of schedules.

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	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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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.

Running Record assessments are conducted 4X a year. The midpoint benchmark (3rd assessment) will be conducted by March 2015. School-wide periodic assessments, classroom assessments are used throughout the school year. The NYS ELA and Math scores will be used in June 2015 to see if ultimate goals have been reached.

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

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

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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. |

On the 2013-14 Learning Environment survey, only 71% of teachers strongly agreed that professional development experiences at the school are sustained and coherently focused. In addition, the 2011-12 Quality Review noted that teachers plan curricula with minimal guidance and lack specificity. Thus, administration recognized the need for a more differentiated approach to staff development. However, it was also noted in the QR, that the principal is working on providing a more collaborative approach to professional development. In addition, the school is participating in the Learning Partners Program.

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.

By June 2015, 100% of teachers will have received differentiated professional development based upon principal observations, informed by the Danielson Framework, and aligned with teacher goal setting. The result will be an increase of 5% of teachers Strongly agreeing, on the LES, that professional development is sustained and coherently focused.

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 targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
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			
September goal setting between teachers and admin, based upon observations of classroom practices from the prior year, around effective pedagogy for engaging all students.	All staff	September 2014; June 2015	Principal, AP
Participation in network PDs offered to staff members throughout the year. PDs focused on improving pedagogy in order to provide rigorous and differentiated instruction. Workshop information is shared by participating teachers.	All staff	September -June	Network staff, Admin
Inter-visitations to model classrooms and model schools with reflection time through the network and through Learning Partners	All staff,	September -June	Staff, LPP, Admin

Program.			
Immediate and regular feedback to teachers based on informal and formal observations.	Staff	September - June	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Coverage provided for teachers participating in off-site professional development.

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	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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.				
Principal will monitor PDs teachers participate in to ensure that they are aligned to teacher goals and student needs. Administration will provide Cycles of Professional Development for Monday afternoons. Monitoring is ongoing.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
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. |

The Ronald Edmunds Learning Community II has a core group of parents that participate in school wide activities. These parents attend curriculum fairs, PA meetings, and student run events. However, we recognize the need, for the sake of the students, the parents and our school community, to increase parent participation in the school. Only 40% of parents felt that the school kept them informed about what the school is teaching and only 50% of parents strongly agreed that they were informed about programs at the school.

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, the school will increase the number of parent activities as well as implement parent outreach strategies resulting in a 5% increase in the number of parents participating in school-wide activities as measured by attendance sheets for each event.

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 targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <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 disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parent Book Club led by the Principal.	All Parents/Guardians	September 2014 – June 2015	Administration
Use of the 35 minute PD time for teachers to conduct outreach to parents via phone calls, emails and flyers. Additionally we use the “Remind APP” to notify parents of activities and about homework and projects	All Parents/Guardians	September 2014 – June 2015	All Staff

Use of the messaging system to inform parents of all school-wide events.	All Parents / Guardians	September 2014 – June 2015	Mr. Alabi
Parent workshops every other month	All Parents	October 2014 – June 2015	varies

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Books for parent book club; pay for messaging system; per session for staff conducting parent workshops

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	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
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.				
At monthly SLT meetings, strategies discussed for increasing parent involvement. At the February 2015, attendance sheets will be evaluated to monitor progress towards goal.				
Part 6b. Complete in February 2015.				
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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Interactive and repeated readings and writings After school program	Iready, and study island, Success Maker	Small group instruction is provided five times in two weeks for all students, students receive enrichment during lunch and learn, pull out based on their need	Lunch and learns, after school, Saturday school
Mathematics	Practice problems and models	Iready, and study island, Success Maker	Small group instruction is provided five times in two weeks for all students, students receive enrichment during lunch and learn, pull out based on their need	Lunch and learns, after school, Saturday school
Science	Science content support through E.L.A and Mathematics	Iready, and study island, Success Maker	Small group instruction is provided five times in two weeks for all students, students receive enrichment during lunch and learn, pull out based on their need. Science instruction is inter woven with ELA and Math	Lunch and learns, after school, Saturday school
Social Studies	Social Studies content support through E.L.A	Iready, and study island, Success Maker	Small group instruction is provided five times in two weeks for all students, students receive enrichment during lunch and learn, pull out based on their need. Science instruction is inter woven with ELA	Lunch and learns, after school, Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist,	Guidance Counselor counsels students who are mandated individually and in small groups. The	The Guidance counselor provides weekly for mandated students, twice per year for all other	The Guidance counselor provides weekly for mandated students, twice per year for all other	Individual and group

<i>Social Worker, etc.)</i>	Psychologist also counselors students on a needs only basis. The Nurse provides immediate attention and assessment of students' medical needs.	students. The psychologist provides counseling on a needs only basis, and the nurse provides medical attention on a needs only basis.	students. The psychologist provides counseling on a needs only basis, and the nurse provides medical attention on a needs only basis	
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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.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In an effort to ensure all teachers are highly qualified only teachers of the required content area are recruited based on the needs of the school. Teachers are also provided professional development by trained consultants and administration at the school. Teachers are also encouraged to continuously improve their P. D and share knowledge with colleagues

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 are provided by instructional leaders, consultants, talent coaches and network staff

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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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			
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			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.

10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

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 parent involvement that will ensure effective involvement of parents and community based organizations in our school. [Ronald Edmonds Learning Center II], 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. **[Ronald Edmonds Learning Center II]** will support parents and families of Title I students by:

- **Providing materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, through evening programs and workshops during the school day;**
- **Fostering a caring and effective home- school partnership to ensure that parents can effectively support and monitor their child's progress through the use of School messenger, Remind App, phone calls, and mail;**
- **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;**
- **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. This information will be provided in a format and language that parents can understand;**
- **Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;**

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-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-Teacher Association, the eight grade parent committee and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an Annual Curriculum Night
- holding an annual Title I Parent Curriculum Conference;
- holding Cultural Awareness activities
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, eight grade parent Committee 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 information via the school web site; www.relc2ms484.org designed to keep parents informed about school activities and student progress;
- providing regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

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 that will ensure effective involvement of parents and community in our school. [Ronald Edmonds Learning center II], 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. **[Ronald Edmonds Learning center II]** will support parents and families of Title I students by:

- **Providing materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, through evening programs and workshops during the school day;**
- **Fostering a caring and effective home- school partnership to ensure that parents can effectively support and monitor their child's progress;**
- **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;**
- **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 language that parents can understand;**
- **Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;**

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[Ronald Edmonds Learning Center II], 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.

- **School Responsibilities**

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- **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, and in uniform 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;
- **Student Responsibilities:**
- attend school regularly, in uniform and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 17	Borough Brooklyn	School Number 484
School Name Ronald Edmonds Learning Center II		

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 Michele Luard	Assistant Principal Mecca Cummings
Coach	Coach
ESL Teacher Natasha Danova	Guidance Counselor Ms. Holly
Teacher/Subject Area Ms. Francis	Parent Ms. White
Teacher/Subject Area Ms. Jean- Gilles	Parent Coordinator none
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Craig Edwards	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	148	Total number of ELLs	6	ELLs as share of total student population (%)	4.05%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							4	2	2					8
SELECT ONE														0
Total	0	0	0	0	0	0	4	2	2	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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	3		1	2		1	1			6

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		
Total	3	0	1	2	0	1	1	0	0	6
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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	1						4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	3	2	1	0	0	0	0	6

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1						2
Intermediate(I)														0
Advanced (A)							2	1	1					4
Total	0	0	0	0	0	0	3	2	1	0	0	0	0	6

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	3				3
7	1				1
8	1				1
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									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 school uses DRA and Fountas & Pinell assessment tools for all students. The data tells the strength and weaknesses, students' independent and instructional reading levels. We have incorporated our ELLs with native English speakers. This system includes small groups. We utilize the data obtained from the DRA and F&P to tailor instruction to all students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
A review of the LAB-R and NYSESLAT scores indicates that the following numbers of students scored at the Beginner level: Grade 6-1 student, Grade 7-1 student, Advanced: Grade 6- 2 students, Grade 7- 1 student, Grade 8- 1student . The analysis of the data shows that our ELLs are weakest in listening and writing. Our students show improvement in speaking. The analysis of the NYSESLAT also shows that all tested ELLs indicate an increase in the number of students who are at the Advanced level of proficiency.
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 RNMR is not available as of October 15, 2013.
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. We found out that the earlier ELLs start the program the faster they test out. Also, if the student shows high level of knowledge in his native language, the better are the results in English language acquisition. Our students choose not to take state tests in their native languages.
- b. The school leadership and teachers use the results of the Periodic Assessments to plan and provide rigorous instruction for our ELLs aligned with the State ELA/ESL Standards. We utilize differentiation of instruction to meet the needs of ELLs who are at different levels of the English language proficiency. Teachers focus on reading in the content areas with an emphasis on the development of appropriate content area vocabulary and comprehension skills. Teachers also include a wide range of print, visual, and digital resources in everyday teaching.
- c. We learn the use of language, ELL's communication skills, oral and written skills. We learn needs of our ELLs. The periodic assessment show us who is approaching the NYS CCLS standards. Our students choose not to use their native language during Periodic Assessments. ESL classroom library contains bilingual and native language books in the native languages spoken by our students. Our school library has books in different languages that reflect our schools diverse population. We have bilingual dictionaries and glossaries as well. All of these books are available to all of our students in our program. Also during classroom instruction we use help of our bilingual paraprofessional if needed.
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](#).)
We use data to differentiate instruction. We also group our ELLs homogeneously or heterogeneously to target area of instruction informed by the LAB-R and the NYSESLAT.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We use RLAT and RNMR results, state tests reports, authentic, teacher-created assessment data as well as interviews with parents of our ELLs to identify the stage of the students' second language development. We align teachers' instructions to the ESL/ELA standards and assessment data analyses. ESL teacher and classroom teachers plan and accomodate instructional decisions to support the student's second language aquisition. Due to the low number of ELLs our school has only ESL program model. There is a bilingual paraprofessional who uses the native language support student's second language development for everyday classroom instruction. We encourage our ELLs to practice their native language proficiency within their personal communication a swe have noticed that if the child shows high level of knowledge in his native language, the better are the results in English language acquisition.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - 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.).
The success of the program is evaluated by the NYSESLAT, ELA, Math and Science state tests, DRA and , F&P periodic assessments, and teacher-created authentic assessments results, students' performance tasks aligned to the NYS Standards.

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](#).)
At RELC II upon registration every parent is given the Home Language Identification Survey (HLIS) in his native language. These surveys are written in various languages such as Chinese, Spanish, Urdu, Haitian-Creole, Albanian, Arabic, Korean, Polish among others. As part of the initial screening our ESL teacher or a trained pedagogue with a valid NYS license explains this HLIS form and is assisted by members of our school community who are fluent in various native languages, such as Spanish, Haitian-Creole, Arabic, Russian, and Polish for translation purposes, when necessary. After the parent completes the form our ESL teacher or a trained pedagogue screens the HLIS and conducts an informal oral interview with the parent and child in English to determine if the child is eligible to take the LAB-R. The LAB-R will be administered within the first ten days of the child's admittance. LAB-R determines which students are entitled to ESL services. The Spanish LAB (if necessary) is conducted by a teacher who is proficient in the Spanish language. For children that were transferred from other public schools we look at their test history to find out their previous LAB-R or NYSESLAT scores. The administrators and the ESL teacher analyze the trends in the NYSESLAT scoring to help determine the best approaches for assisting our ELLs during the school year.
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.
Placement procedure requires that parents will be given an opportunity to make an informed decision of the correct program for their child. Parent Orientation meetings are held within ten days from the registration and evaluation of the newcomer. At the Orientation meeting the ESL teacher together with the Parent Coordinator explains to the parents that they have rights to choose any of the offered programs. However, due to the small number of ELLs RELC II only offers an ESL program.
The video explaining the parents' choices is available in different languages as well as translator's services from the school staff. We have staff members who speak Spanish, Haitian-Creole, Arabic, Russian, and Polish. It is explained in detail that if parents should choose any option other than Freestanding ESL program, their child would be required to go to another school. The ESL teacher is ready to give information about location of available bilingual schools.
Program Selection forms are distributed after parents view the video. The ESL teacher is responsible for the distribution and collection of Parent Survey and Program Selection forms. Any parent who decides to keep their child in our school must accept the Freestanding ESL program as this is the only program offered in RELC II. Very few parents choose to send their children to other schools. Most parents accept the program that we offer. After reviewing the Program Selection forms for the past few years the trend in program choices that have been requested by parents is the ESL and Transitional Bilingual programs. A Transitional Bilingual program is not offered in the school because of the low number of students whose parents are requesting a Bilingual program. The program model offered in P.S. 12 is aligned with the parents' request.
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 ESL teacher is responsible for the distribution of Entitlement letters to the parents/guardians of ELLs, as well as the collection of Parent Surveys and Program Selection forms. The copies of the Entitlement letters and Program Selection forms signed by ELLs' parents are securely stored. We request the parents to return the Program Selection Forms in a timely fashion and if they are not received the ESL teacher calls the parents to discuss the selection over the phone. If necessary teachers meet with parents after school to assure that these forms are returned. If the form is still not returned we document this and use the default program for ELLs, which is TBE as per CR Part 154. After the initial LAB-R testing has concluded and the NYSESLAT scores are reviewed, ESL teacher meets with the administration and presents a roster of all eligible ELLs. New entitlement, continued-entitlement and non-entitlement letters are completed in the appropriate languages and handed out.
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.
After parents of ELLs make a program selection, they are informed in their native language that a freestanding ESL program is offered in our school. They are also informed that a Transitional Bilingual program is not offered because the number of students whose parents request this program is too small. We provide parents with information about schools that offer Transitional Bilingual program. In addition parents receive a Parent Brochure in English and their native language with information for parents of English Language Learners. At RELC II students who are identified as ELLs are placed in ESL instructional program according to their level of English Language Proficiency (as per LAB-R or NYSESLAT results) and receive a mandated number of minutes of ESL instruction per

week.

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.

In the spring of each school year, we administer the annual assessment, New York State English as a Second Language Achievement Test to all of our ELL students. The RLER, ATS report for both NYSESLAT and LAB-R, is printed by ESL/Testing Coordinator and used to determine which students are NYSESLAT eligible. A testing memo of the NYSESLAT is then crafted by the ELL/Testing Coordinator. The ESL teacher pulls out the students on a one-on-one basis to administer the speaking component. The Reading, Listening and Writing components are scheduled on three different days. Students with disabilities are provided with the modifications indicated in their IEPs. The ESL/Testing Coordinator ensures that every student completes all four components of the NYSESLAT exam. The screening for LAB-R and the NYSESLAT is done by our Data Specialist and ESL teacher. The ESL teacher and Data Specialist administrate and evaluate the NYSESLAT exams.

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. [①](#)
For the past few years RELC II didn't have ESL program due to the very low number of ELLs, so the data on Parent Survey and Parent Selection forms is not available. The program model offered in RELC II is aligned with the parents' request.

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])?
 - a. Instruction in the ESL program is provided through pull-out/push-in services. The ESL instructional program is aligned with mandated ESL/ELA and content learning standards and the Common Core Standards. Students at the Beginning and Intermediate Levels in the freestanding ESL program receive 360 minutes of instruction each week, and students at the Advanced Level receive 180 minutes of instruction each week in ESL and ELA. This explicit ESL instruction is delivered according to CP Part 154.
 - b. The ESL groups are mixed up heterogeneously for targeted area instruction as informed by the LAB-R and /or the NYSESLAT. There are two groups of ELL students that receive ESL services. Group 1 consists of students from grades 6 and 7 who are at the Beginning Level. Group 2 has students from grades 6, 7, and 8 who are at the Advanced Level. There are no students at the Intermediate level receiving ESL service at this time. The schedule of our ESL teacher is adjusted to the needs of the students so that all ELLs receive the appropriate amount of time needed to meet the state requirements. The ESL program stresses integration of the four ELA components: listening, speaking, reading, and writing. The ESL teacher pushes-in to the classrooms during various times of the day thereby assisting during all content areas. During the pull-out classes content-based books are used for ELA instructions. The needs of all students are met through differentiated instruction. To help the ELL population meet the NYS Learning Standards, instructional strategies such as small group models, pair work, modeling, Phonemic Awareness, author and genre studies, use of multimedia materials, use of multicultural literature, graphic organizers and class presentations will be utilized. The school provides ELLs with an access to computers in the classrooms as well as an access to language-appropriate software that is aligned to standard-based curriculum. The ESL room has leveled books, author and genre studies materials, multicultural literature, Spanish library, audio and visual equipment. In addition, the ESL teacher uses different instructional materials to support students of all levels of proficiency: research-based reading programs IOpeners, Good Habits/ Great Readers, multiple manipulative materials, and variety of dictionaries.
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)?

At the beginning of the school year, the ESL teacher and the administration meet to ensure that all ELLs are receiving their mandated number of instructional minutes in our program model. In ESL program model students on beginning and intermediate levels are programmed for 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction a week. For all ELLs, beginner, and advanced, students receive 450 minutes of ELA instruction.
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.

In ESL program model content area is incorporated into ESL instruction. Every reading and writing unit in each grade is content area based. Thus, content area instruction and language learning will be combined. Our ESL model supports content area instruction. Teachers use strategies that scaffold instruction for English Language Learners. Some of the strategies we implement in our lessons are activating student's prior knowledge, making connections, using visual aides, organizers, and realia. Bringing realia to the classroom helps teachers in providing comprehensible input. Prior to the lessons ESL teacher will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections is also a main component of ESL instruction. ESL teacher models correct thinking process in all subject areas, so that learners become capable to work independently. Our program model implements differentiated and direct instruction providing research based, standard aligned and data driven ESL lessons that focus on content area vocabulary development, phonemic awareness, grammar and writing across the curriculum. ELLs in the ESL program attend all content-area and ELA classes with their regular class cohort. Content-area and ELA instruction is delivered in English, but students have access to native language support through the use of bilingual dictionaries, texts in their native languages and levelled books. Same-language buddies are assigned within the regular classrooms whenever possible to provide native language support to ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

All four modalities of language—listening/speaking/reading/writing are included in all ESL lessons. The teacher in the ESL program implements scaffolding in each lesson: Modeling/Bridging/Contextualization/Schema Building/Text Representation and

Metacognition. The ESL program at RELC II embodies the conceptual understanding of challenging content and well developed learning strategies that will prepare ELLs to think critically, solve problems and communicate in everyday life situations. They will demonstrate their academic rigor in some of the following ways: making connections to texts, learning experiences, prior knowledge, use of language in discussions, group work, and in presentations, understand the multiple meanings of words, collect, analyze and organize information, perform multi-step tasks.

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).

a. At RELC II we have no SIFE students. However, if they enroll at our school we are well prepared to meet the needs of these students. If these children arrive at our school they will receive 360 minutes of ESL services weekly. They will receive academic intervention services in both reading and math if necessary. These students will participate in our extended day program where they will be in a small group environment four days a week. Also, these students will be invited to participate in all after-school and extra curricular activities.

b. RELC II maintains English instruction for newcomers by providing all teachers with professional development. The ESL teacher with collaboration of the General/Special Education teachers modify the assignments for them and provide productive work that engages newcomers in language learning. Newcomers participate and show comprehension through pointing, nodding, drawing, using actions of simple responses. Our school uses extended day time to provide additional instruction for newcomers by a fully certified ESL teacher. When necessary, children participate in AIS for additional small group instruction. We are sensitive to our newcomers' emotional needs in adapting to a culture so we pair beginners with more advanced students who share a common native language. We use translators as needed, and in particular, where applicable, in testing situations.

c. Our students who are in ESL for four to six years require additional help in reading and writing based on the NYSESLAT scores: both during mandated ESL periods and in the classroom they receive instruction that focuses on building high-order reading skills. Extended day affords these students small group instruction.

d. The needs of the students receiving services for 4 to 6 years are carefully examined. The data is disaggregated to verify as whether the issue is based on a language deficit or an instructional deficit. Long-term ELLs are required to participate in the extended day programs. If necessary our IEP teacher provides small group interventions. All of these children are strongly urged to attend our after-school and Saturday programs.

e. A student who has exited the ESL program will be monitored formally for at least two full school years. The ESL teacher in cooperation with General and /or Special education teacher are responsible for monitoring these ELLs. Monitoring consists of the following measures of student performance: report card grades, test scores, student performance, teacher observation, and progress in meeting the NYS Learning Standards in all areas. The ESL teacher will help assist to adopt and modify materials and instructions to the exited student, thereby facilitating the transition. As required by the city, these students receive extended time when taking any tests.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL students with special needs receive instruction based on their IEPs. Special consideration is given to their specific needs. The ESL teacher uses different strategies helping students to acquire academic language, use context to figure out unknown words and expressions, one-on-one instructions, buddy-peer mentoring, manipulatives, or a behavior plan when necessary. The ESL teacher uses challenging but understandable materials. The teacher encourages students to participate in group discussions, and students gain advantage by receiving feedback from the teacher and their peers through modeling grammatically correct statements. The ESL teacher conducts meetings with classroom teachers who have ESL students in their room. The ESL teacher also helps students with their classroom work and projects. There are currently 2 special education students in the program. These students are included in the groups with general education students for the duration of the ESL program.

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?

At RELC II the curriculum is modified to meet the needs of ELLs-SWDs. During mandated ESL classes the teachers focus on the skills in reading and writing that will enable these children to meet the standards. Our special education students are pulled out and mainstreamed with other ELLs who are at the same proficiency level. These children are provided with targeted instruction to meet their learning needs. These children receive small group instruction to help them build and develop their English literacy skills.

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:			
Spanish	Spanish		

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

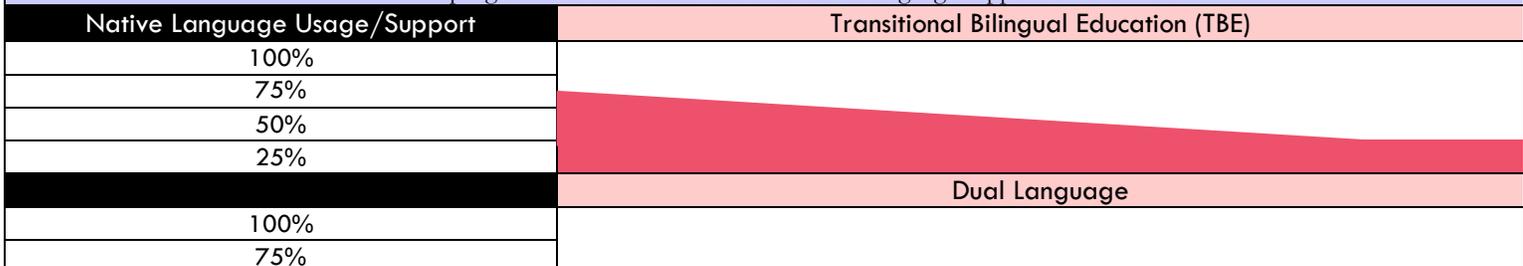
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- At our school we offer a variety of targeted intervention programs in order to meet the needs of ELLs in ELA and content areas. All of our reading and writing units in every grade are content-area based. ESL instruction is incorporated into Social Studies and Science reading/writing units thus combining content area instruction and language learning. Our pull-out model supports content area instruction. Our Science cluster teachers use hands-on learning and ESL techniques to introduce new concepts to the ELLs. Our Math program supports ELLs by incorporating hands-on activities, use of manipulatives and Internet technology. Classroom teachers have been made aware that for ELLs two lessons are being learned at once: a set of new concepts as well as a set of new words to describe the concepts.
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 ESL teacher uses interactive strategies through cooperative learning activities which include, but are not limited to: peer buddies, small-group activities, think/pair/share, role playing, dialogue journals, field trips, and KWL charts. In fostering the transition from BICS to CALP for ELLs, we introduce proficiency words and academic language. As mentioned before to maximize comprehension specific academic language is taught in conjunction with content area instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- In the 2013-2014 school year our school will have an Art program, Computer Lab, and a Science Lab available for all grades. The addition of these classes allows for all students, including our ELLs, to have access to Art, Technology use, and Science instructions. Our after-school program was a success last year, so in the coming year, if financial circumstances allow, we plan to continue this program in the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- We are not planning to discontinue any programs for the upcoming school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. ELL-SWDs are integrated into the regular ESL-classroom and have equal access to ESL with the regular Ed ELL population. Sports, art, study skills and homework help programs are available to all students, including ELLs. Our after-school classes will be available to all students. After-school program will be using the Targeted Reading Intervention program. Targeted Reading Intervention specifically offers differentiation suggestions for English Language Learners as well as preteaching activities to develop content-related vocabulary essential to comprehension.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our school uses classroom computers to supplement classroom instruction in various content areas. Technology integration is supported through ESL appropriate software in our computer lab. There is on going professional development assisting teachers who want to be become more adept with technology use when working with ELLs. Most of our classrooms are equipped with Smart Boards. Professional Development will be provided to assist all teachers in the use of this technology.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ESL classroom library contains bilingual and native language books in the native languages spoken by our students. We have bilingual dictionaries and glossaries as well. All of these books are available to all of our students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- At RELC II all required services support, and all resources correspond to ELLs' ages and grade levels.
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.
- Parents of newly enrolled ELLs are welcomed by the administration and ESL teacher and are given an orientation to the school. At the time of registration, the procedures for identifying and placing ELLs is carried out as described above in Part IV. New ELLs and their parents are invited to our orientation sessions, and interpreters are available to facilitate communication.
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - 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.

We have one ESL teacher who attends all available professional development sessions from DOE and/or our Empowerment Support that is applicable to middle school students. Teachers demonstrate self-learning and self-motivated professional development by attending off-site workshops, seminars and conferences related to ELLs. Embedded in all of our professional development are strategies that would work for ELL students as well as others. When purchasing materials teachers are consulted so as to make sure that all students have the appropriate materials. 7.5 hours of of ELL training is provided for all staff members during Professional Development days and Faculty Meetings and cover topics such as Who is an ELL?; NYS LEP Identification Process; LAB-R and NYSESLAT; Proficiency Levels; Testing and ELLs; Promotion Policy for ELLs; Second Language Acquisition; ESL Strategies; SIFE.

Teachers of students transitioning into high school contact the new school and provide them with necessary information about each ELL student. They try to arrange visitations for the students and their parents. Guidance counselor and the ESL teacher provide staff with support to assist ELLs as they transition from one school to another. Applications (available in different languages) and information about the dates for high school orientations are distributed. Teachers write recommendation letters for students. Guidance counselor and the ESL teacher ensure continuity of ESL services for ELLs as mandated.

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?

All parents including ELL parents take part in our parent involvement activities. When planning our parent involvement activities we survey and listen to our parents as how we can best serve their needs. We host a series of workshops to support parents in understanding the curriculum. During these workshops parents are made aware of current data and are informed of student and parental expectations. Translators are available at all parent teacher conferences, parent workshops and PTA meetings. Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. Parents are invited up for curriculum conferences to meet with their child's teachers in order to learn academic expectations for the school year and how they could assist at home. Parents are proactive in creating schoolwide activities. Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. In addition, parents are invited to open school week to observe instruction and get techniques that they can utilize at home.

Our school provides translation services for ELLs' parents. All important notices are sent in the home languages. Letters are translated by school personnel, when necessary we will use the NYCDOE Translation Service Unit to translate our letters and notices into various languages spoken at RELC II. We will have a translator from the Translation Unit on site to assist parents when necessary. We keep an updated list of available personnel who can assist with translation and interpretation services. Our school ensures that parents and caregivers are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Parents of ELLs attend Parent/Teacher Conferences as well as ELL Parent Orientations where parents meet the teachers and discuss their child's progress. During fall and spring Parent/Teacher conferences parents of ELL students are strongly encouraged to visit the ESL room. The ESL teacher also visits each classroom of the students she services to remind the parents and teachers to visit the ESL room. Parents have an opportunity to communicate their concerns with the ESL teacher and review their child's work folder to get a better understanding of their child's needs and achievements. The school leadership, Guidance Counselor, SLT and PTA members invite parents/guardians of ELLs to attend workshops that address the educational needs of ELLs, make translators available, disseminate materials and notifications in the home languages of the parents/guardians, and provide information about needed support services.

Parent needs are evaluated through feedback from the New York City Learning Environment Surveys. Our parent involvement activities address the needs of our parents because they are geared towards not only our core curriculums but the recommendations that come out of our surveys and their feedback at various meetings.

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.

Part VI: LAP Assurances

School Name: <u>Ronald Edmonds Learning Center</u>			School DBN: <u>K484</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michele Luard	Principal		1/21/14
Mecca Cummings	Assistant Principal		1/21/14
	Parent Coordinator		1/1/01
Natasha Danova	ESL Teacher		1/21/14
	Parent		1/21/14
Ms. Babb	Teacher/Subject Area		1/21/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

Ms. Holly	Guidance Counselor		1/21/14
Ms. Jean Mc Keon	Network Leader		1/21/14
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **17K484** School Name: **Ronald Edmonds Learning Center II**

Cluster: **02** Network: **CFN 211**

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

Part A: Needs Assessment Findings

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

The school gathers data to determine its written translation and oral interpretation needs. Source data will include ATS reports including RAPL, RPOB and RHLA. Though not all our students are eligible for ESL instruction. Presently we have four preferred languages, of the four preferred languages, 68 % spanish, and 21% haitian creole. We regularly review parent request for translation and interpretation in order to ensure their needs are met. Translation and interpretation services are available to all parents who require them, and not just to parents of ELL'S.

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 primary languages spoken at are English, Spanish, Haitian-Creole . All letters and notices that are sent home are translated into the appropriate language for non-English speaking parents and caregivers. These findings are communicated to the school community through the School Leadership Team meetings; staff meetings; and Parent-Teacher meetings.
When oral translation is needed we use either school personnel or when necessary parents.

Part B: Strategies and Activities

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

All important notices are sent in the home languages. Letters are translated by school personnel; however should it be necessary we will use the NYCDOE Translation Service Unit to translate our letters and notices into various languages spoken at RELC II. We will have a translator from the Translation Unit on site to assist parents when necessary. Administration gathers information about level of literacy and written proficiency in the languages needed. We keep an updated list of available personnel who can assist with translation and interpretation services. RELC II ensures that parents and caregivers are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

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

Oral interpretation services will be provided to parents with preferred spoken languages other than English, by in-house school staff, parent volunteers and the Office of Translation and Interpretation Services. We have staff members that are able to assist our parents with oral interpretation, Spanish, is done by Ms. Caesar- Babb, Hatian Creole is done by Ms. Holly or Mr. Sanvilus. . If interpretation is needed a member of the staff is asked to interpret for the parent. The school administration ensures that the level of provided written and/or oral interpretation services represents a level of language that is objective and accurate. Should no one be available we ask a parent volunteer to assist us, or call the translation office for over the phone interpretation.

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>.

At the beginning of the school year and/or at the registration time parents are notified in writing of their right to receive notices in their home language. According to the Chancellor's regulation A-663, a welcome sign issued by NYCDOE is posted in the main office that explains parental rights. Parents are provided with a copy of the bill of parent's rights and responsibilities which explains their rights regarding translation and interpretation services. Parents are provided this document in their primary language. RELC II has posted at the main entrance the availability of interpretation services.