



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: COLLABORATIVE ARTS MIDDLE SCHOOL

DBN (i.e. 01M001): 29Q355

Principal: TAMMY N. HOLLOWAY

Principal Email: THOLLOW2@SCHOOLS.NYC.GOV

Superintendent: LENNON MURRAY

Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Tammy N. Holloway	*Principal or Designee	
Sasha Baboolal	*UFT Chapter Leader or Designee	
Shelley Harrington	*PA/PTA President or Designated Co-President	
Allison Monroe-Bentley	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>)	
N/A	CBO Representative, if applicable	
Bradley Crump	Member/ Teacher	
Eileen Exum	Member/ Parent	
Jessica Lemp	Member/ Parent	
Natasha Romain	Member/ Parent	
Carolyn Turrisi	Member/ Teacher	
Nicole Woods	Member/ Parent	
Tracey Williams	Member/Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, at least 45% of all students will demonstrate proficiency in reading and comprehending complex texts as evidenced by their ability to cite specific evidence to support what the text says explicitly and to support their inferential thinking about the texts as measured in growth of student performance on common unit assessments and school wide benchmark assessments.

Comprehensive Needs Assessment

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

Spring 2014 NYS ELA item analysis revealed that on average students scored 9% below the city average on standards Reading for Literature¹ (Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text) and Reading for Information Standard 1 (Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text). Additionally, our school wide benchmark assessment on these standards showed on average 38% of students scoring proficient on the required skills. The related college and career readiness anchor standard requires students to read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. As these have been identified as foundational and pivotal skills in Literacy, we have decided to make these priority standards throughout the school this year.

Instructional Strategies/Activities

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

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

1. Weekly training with the Humanities department on strategies that infuse close reading of the texts to encourage explicit understanding of complex texts as well as inferential thinking.
2. Department meetings focused on examining student work to evaluate the effectiveness of introduced strategies.
3. Quarterly training with all other departments, except for math, to support infusing complex texts and related strategies into their curriculums.
4. Peer instructional coaches to work with teachers on planning and executing lesson plans that are text dependent and providing teachers with feedback and actionable next steps.
5. Monthly examination of student work samples by teachers, peers, and administration for evidence of student learning, effectiveness of teacher practice, and to inform next steps in instruction and curricular adjustment.
6. Partner with Generation Ready to work on aligning units and lesson plans with the key standards.
7. Common planning time for grades and department to discuss ways to implement the standards in lesson plans and to review student work products.
8. Providing parent training around close reading in order for parents to better support their children at home.

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

1. School administrators develop a culture of collaborative professional learning that enables school and individual development. Administrators schedule training sessions and provide feedback to teachers, coaches, and outside consultants.
2. Demonstration coaches and peer instructional coaches support classroom instruction and planning around these standards.
3. Outside consultant, Generation Ready, to visit the school five times to conduct grade specific professional development supporting planning with standards in mind.
4. Network trainings to support teachers in implementing common core standards, specifically anchor standard one (1).

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

1. October benchmark: baseline using sample passages from Engage NY sample exams
2. December: benchmark using SchoolNet citywide assessment: Goal 35% of all students will demonstrate proficiency
3. March- benchmark using practice NYS ELA exam: Goal 40% of all students will demonstrate proficiency
4. June- final benchmark exam using practice NYS ELA exam: Goal 45% of all students will demonstrate proficiency

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

1. October-December 15th- Teacher training in department meeting on strategies for supporting students in close reading
2. December 15th-March 16th grade- Teacher training on strategies for supporting students in making logical inferences
3. March 17th grade- May 15th- Teacher training on strategies for supporting students in citing specific evidence to support thinking

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

1. Weekly department meetings.
2. Weekly grade level department meetings.

- 3. Five meetings with outside consultant, Generation Ready, with an expertise in curriculum planning and development
- 4. Quarterly department meetings (for science, arts, and clusters) with coach

Strategies to Increase Parental Involvement

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

SLT training on close reading strategies
 Parent workshop on NYS ELA exam and key standards

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, at least 40% of all students will display the ability to construct viable arguments and critique the reasoning of others as evident by student discussions and written responses on formative and summative unit assessments.

Comprehensive Needs Assessment

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

Based upon the item analysis data on the Spring 2014 NYC Math exam, we were able to identify students' inability to justify their reasoning on short and extended response questions. When students were tested on a standard with multiple choice and short response questions, they performed better on the multiple-choice question than on the short response, indicating a gap in their ability to articulate their reasoning. The same pattern was evident in classroom visits and examination of student work products. On the 2014 quality report it was noted that high levels of engaging discussions was also an area of improvement that indicates this goal is important to our school. As described by standard for Mathematical practice three (SMP3) "mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is." Similarly anchor standard one in Writing requires students to "write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence." The ability to create a well-reasoned argument in response to text and to identify and respond to flawed arguments is a common thread that runs through the common core standards. Given the cross-curricular and college and career importance of these skills, goal two is a priority for our school.

Instructional Strategies/Activities

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

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

1. Professional development focused on strategies to support clear articulation and expression with an emphasis on questioning and discussion techniques that create opportunities for students to make plausible arguments and respond to the arguments of others.
2. Department meetings focused on examining student work to evaluate the effectiveness of introduced strategies.
3. Peer instructional coaches and outside consultant, Generation Ready, to work with teachers on planning and executing lesson plans that support and require students to make arguments and respond to the arguments of others and providing teachers with feedback and actionable next steps.
4. Designing daily, prompts, tasks and assessments that support and monitor the development of SMP3
5. Monthly examination of student work samples by teachers, peers, and administration for evidence of student learning, effectiveness of teacher practice and to inform next steps in instruction and curricular adjustment.
6. Common planning time for grades and department to discuss ways to implement the target standards and skills in lesson plans and to review student work products.

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

1. Teachers will implement strategies from department meetings to facilitate discussions within the classroom and plan appropriate questions aligned to SMP3.
2. Coaches will support teachers through classroom visits, debriefs and planning sessions around discussion techniques, as well as the teachers role in facilitating the academic conversations with questions that utilize deeper understanding and rigor of tasks aligned to SMP3.
3. Administration will monitor the progress of teachers on the meeting this goal and provide ongoing support for teachers in the areas of discussion and questioning techniques.
4. Outside consultants (TFC, Generation Ready) will provide targeted support for teachers around SMP3 and discussion techniques

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

1. December baseline assessment using constructed response questions aligned to SMP3
2. February benchmark using a school-wide performance task aligned SMP3. Goal 30% of all students will demonstrate proficiency
3. April benchmark using a school-wide performance task aligned SMP3. Goal 35% of all students will demonstrate proficiency
4. June benchmark using a school-wide performance task aligned SMP3. Goal 40% of all students will demonstrate proficiency

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

1. October-December 2014 -Department meetings focused on modifying tasks aligned to SMP3. Implementation days around Kagan structures that create opportunities for students to make plausible arguments and respond to the arguments of others

2. January -February 2015-Teacher training on strategies for supporting students in justifying their conclusions with mathematical ideas.
3. March-April 2015-Teacher training on strategies for supporting students in making arguments and responding to the arguments of others
4. May-June 2015-Teacher training on strategies for supporting students in asking questions or providing ideas to improve a student's argument

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

1. Weekly department meetings
2. Weekly grade level department meetings.
3. Five meetings with outside consultant, Generation Ready, with an expertise in curriculum planning and development
4. Weekly meetings with outside consultant, Turn Around Children, with an expertise in cooperative structures that allow student discussions

Strategies to Increase Parental Involvement

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

SLT will be trained in understanding the SMP3 and will be provided resources to use at home to help students develop this practice

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, there will be an increase in parent participation at educational events so that at least ten percent of the parent population is in attendance at three of these events as evidenced by attendance sheets.

Comprehensive Needs Assessment

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

At Collaborative Arts Middle school we understand the importance of parental involvement. "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That is the conclusion of a report from Southwest Educational Development Laboratory. The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs, be promoted, pass their classes, attend school regularly, have better social skills, show improved behavior, and adapt well to school." NEA. These student behaviors are values here at CAMS, for these reasons we **continue** to work to increase parent involvement by:

➤ Helping parents understand how they can partner with us to ensure the success of their children.—

➤ Maintain structures for parental involvement in decision making—

➤ Providing strategies and supports for parents to access and use the tools and skills needed to inspire their child and achieve academic excellence.

The 2013-2014 Learning Environment Parent Surveys revealed that 47% of parents strongly agreed with feeling welcomed by the school. We know that this is a misperception we want to repair because this does not represent what we do or believe here at Collaborative Arts Middle school.

Instructional Strategies/Activities

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

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

1) Maintain the channels of communication through various modalities

Continued use of School Messenger system to reach parents by phone and email.

Continued use of a monthly calendar to advertise school events.

Continued announcements during the Parent Teacher Association Meetings and School Leadership Team Meetings

Continued use of Faculty advisors to reach out to parents before school events

Continued use of school website to provide information

Provide parents reasonable access to staff

2) Maintain structures for parental involvement in decision making

Use the SLT structure to foster a true partnership in decision making

Consistently review data with the SLT and PTA

Provide support to members of the SLT and PTA in understanding city and state reports

Provide support to members of the SLT and PTA on the school's instructional focus

3) Increase parent confidence as academic partners

Provide academic workshops

Provide information on scope and sequence, standards, assignments/homework, grading policy and academic resources through meetings and on the school's website

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

The following personnel and their roles apply to all three strategies enumerated above

- The Parent Coordinator
 - Continuously use the channels of communication to reach out to parents
 - Contributes to the SLT and PTA
 - Provides workshops for parents and coordinates other events such as "Bring your Dad to school Day"
- Guidance Counselor
 - Continuously use the channels of communication to reach out to parents
 - Provide social emotional support to parents and families

- Dean
 - Continuously use the channels of communication to reach out to parents
 - Provide social emotional support to parents and families and attend to matters of discipline
- Faculty members
 - Continuously use the channels of communication to reach out to parents and meet with parents as needed
 - Contributes to the SLT and PTA
 - Provides workshops for parents
- School administration
 - Plans, supervises, monitors and provide feedback on all parent related activities

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

The following targets apply for all three strategies enumerated above
 Increased attendance at Parent Teacher Association to 10% of the parent population –breakdown shown in timeline in the section below
 Increase parent workshops on academics
 Increase parent confidence as academic partners

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

The following timelines apply for all three strategies enumerated above
 September 9th to December 20th : Benchmark one:- 8% of parent population attending events 40% of workshops done
 January 3rd to March 17: Benchmark two :- 9% of parent population attending events, 80% of workshops done
 March 18th grade to June 23rd : Benchmark three :- 10% of parent population attending events, 100% of workshops done

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

The following programmatic details apply for all three strategies enumerated above
 Employment of Parent Coordinator
 Training of Faculty Advisors on Parent Outreach
 Using outside agencies to train parents
 Monthly information sessions at PTA meetings

Strategies to Increase Parental Involvement

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

Parent involvement strategies related to Goal 3 include but are not limited to the following
 Survey parents on their academic needs to inform workshop offerings
 Feedback on parent workshops
 Random cold calling before events.
 Maintain the channels of communication and training students on accessing the technology based systems so they can support their parents
 SLT and PTA meetings address substantial matters and nurture parents' ability to contribute

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, we will improve constituents' perception of school culture by focusing on student to student and adult to student engagement as evidenced by a 5% increase in positive responses on the 2015 school environment survey.

Comprehensive Needs Assessment

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

The 2014 school environment survey revealed that our overall school culture was assessed at 80% which is 6% below the city average. Additionally, it is our only below average category. Similarly, this data was also echoed in our most recent Quality Review (2013-2014). Closer examination showed that our students were the most dissatisfied constituent at 67%. Their largest concerns surrounded student to student and adult to student interaction.

Instructional Strategies/Activities

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

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

1. Maintain weekly Cultural Cabinet Meetings (combination of administration, teachers, parent liaison, support personnel, our partner organization, and parents) to discuss school cultural issues and events as well as create action plan to address school-wide needs. Teachers are invited to attend clinical cultural cabinet sessions to present the students' academic performance, strengths and interventions that occur in the classroom. Cabinet member collectively create an action plan. The plan is then turn-keyed to other teachers of the student.
2. Maintain weekly teacher House Meetings where teachers can discuss student and student-to-student interactions as well as create action plans to address student needs.
3. Establish a committee to plan school-wide monthly events, to promote school-wide positive behavior and improve building relationships, as well as student to student and student to adult interactions.
4. Create after school clubs centered around student interests.
5. Provide student created activities.
6. Partner with Sports & Arts in Schools Foundation to provide after school care for students that involves STEM, extracurricular activities, and homework help.
7. Use school-wide tracking systems to monitor positive and negative behavioral interactions (Class Dojo and Pupil Path).
8. Create and train a team of teachers to monitor the advisory curriculum to ensure that students learn how to develop valuable academic behaviors, organizational and social skills.
9. Weekly trainings on classroom culture and teacher classroom management strategies.

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

1. Administration to monitor advisory program.
2. Administration and partner organization to shape the agenda for school culture.
3. Tax Levy Funds to hire and Associate Deans.
4. Title I Funds to secure our Partner Organization Turn Around For Children
5. City grant funds to maintain partnership with Sports & Arts in School Foundation.
6. Allot Funds for teacher proposed after-school clubs.

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

1. November benchmark: Distribute school-wide satisfaction survey-
2. January benchmark: Student Open Forum
3. January mid-year benchmark: Student satisfaction survey
4. March benchmark: Student-Adult Mixer
5. June benchmark: Student appreciation celebration

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

1. September-December: Benchmark One: Survey students to identify focus area(s), Create and implement actionable plan.
2. January-March: Benchmark Two: Review, analyze and revise plan based on feedback and observations.
3. April-June: Benchmark Three: Review impact of plan, Distribute year end survey for comparison to initial survey results.

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

1. Weekly Cultural Cabinet meetings (administrative-teacher team)
2. Weekly House meetings (teacher team)

- 3. Weekly advisory class
- 4. Monthly school-wide events both in school and after school

Strategies to Increase Parental Involvement

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

- Monthly review of school-wide plans with Parent Teacher Association
- Monitoring of school culture in School Leadership Team (SLT)
- Active recruitment of parents for participation in class, grade level, and school-wide events

Budget and Resource Alignment

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

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

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Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	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.)
ELA	Wilson Just Words- Self Contained classes Wilson Wilson Just Words Performance series (lowest third and on the cusp between level 1 and 2)	Whole Class Small group Small group Small group	Three times (6th grade), Two times (7th grade), 1 time (8th grade) (during day) Three times (during day) One time (7th grade), 2 times (8th grade) (during day) One time during day
Mathematics	Performance series (lowest third and on the cusp between level 1 and 2) ALEKS (Assessment and Learning in Knowledge Spaces, a Web-based, artificially intelligent assessment and learning system)- Self contained	Small group Whole class	One time during day Three times (6th grade), Two times (7th grade), 1 time (8th grade) (during day)
Science	In class small group instruction	Small group	During class time
Social Studies	See ELA		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Advisory At-risk Counseling Dean referral mediations	Whole Class One-to-one and small group Small group	One time a week, during day One time a week, during day Daily as needed, during day

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

- All elements of the *All Title I Schools* section must be completed*.
 - School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
 - Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section
- *If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Forming hiring committee (made up of administrators and teachers), which creates the hiring protocols, conducts interviews, and evaluates demonstration lessons. • Attending middle school hiring fairs • In-house referrals • Teacher input to professional development calendar

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).
<ul style="list-style-type: none"> • The administration, Peer Instructional Coaches, and teachers designed the yearlong professional development plan with the Danielson Framework for Teaching. • Peer Instructional Coaches conduct weekly New Teacher Mentoring sessions. • Administrators provide frequent feedback sessions using the Danielson Framework for Teaching • Teachers attend professional development sessions on Common Core Learning Standards and Mathematical Practices • Teachers use the Framework for Teaching to turnkey professional development

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Title I: technology, professional development, per session, consultants, STH, OTPS (general supplies/technology supplies • Title III: translation coordinator, supplies, per session, translation glossaries

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.
Within our school teachers meet on both content grade and content department levels. During those meetings, teachers collaboratively plan pre and post assessments. Additionally, teachers seek out professional development workshops they wish to attend and get approval from the administration. Furthermore, we provide our new teachers with weekly mentoring meetings. One week a month, they get to select the topic. Other than that, we design a yearlong professional development plan that includes weekly PDs, lunch and learn and monthly sessions. The MOSL Committee will be consulted and make recommendations to the administration on the behalf of the school.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)
Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DBN: 29Q355

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes

of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	\$190,275.03	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,986,613.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

**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 29	Borough Queens	School Number 355
School Name type here		

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 Tammy Holloway	Assistant Principal Nordia Brackett
Coach Kristen Pelekanakis	Coach type here
ESL Teacher Orphee	Guidance Counselor Gina Curcio
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Allison Monroe-Bentley
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	476	Total number of ELLs	12	ELLs as share of total student population (%)	2.52%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

	ELLs by Subgroups									Total
	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	9			3		1				11

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	8	0	0	3	0	1	0	0	0	11
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									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.
We use AIMSweb as a universal screening for reading. This provides reading lexile levels for our students. The teachers can then modify texts and provide readings that are within the reading range for each student. Four of the twelve students who are designated as ELL scored in the lowest 20th percentile on the universal screening. They are currently receiving Tier II reading intervention on the

classroom level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In previous years, students who were advanced were scoring within the range of the average student at CAMS. Students who were at the beginning level were scoring below average in ELA.
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](#))
Once the RNMR is available, the ELL teacher will review each student's individual result to determine if there needs to be a greater emphasis on reading and writing or listening and speaking. As a school, we focus heavily on academic conversations requiring all students to participate in conversations within their classrooms. Students with lower speaking skills will be given sentence starters and questioning prompts. The ELL teacher shares the data from the AMAO with the ELA, math, and content area teachers along with instructional suggestions and support.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. There are not enough students on any grade to form a reliable subgroup for noticings of patterns and trends.
 - b. The school leadership reviews the data in Academic Cabinet to make instructional decisions for the ELL students. The data is shared with the classroom teachers so that they know which areas will need more scaffolding for their ELL students,
 - c. Last year's results showed that more focus needed to be placed on reading instruction than writing instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Due to the fact that we do not have a subgroup of ELLs, teachers look at the individual ELL students and chart their progress.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The following structures are in place at our school to identify ELLs in our school:
 - At enrollment, trained school staff members meet with the parents to determine the child's home language.
 - The pedagogues responsible for conducting the initial screening is Kristen Pelekanakis.
 - This process is formalized through Home Language identification Survey (HLIS) where the parent indicates what language the child speaks at home.
 - This survey is given to the parent in their native language and/or in English.
 - After collecting the HLIS the ELL coordinator conducts an informal interview with the parents in English and if necessary

in the native language.

- If the student does not speak any language other than English, the student is not an ELL and enters general education program.
- If it is determined that the student speaks a language other than English and speaks little or no English then the child is administered a Language Assessment Battery-Revised (LAB-R) by Myrtha Orphee, which is a formal initial assessment that establishes English proficiency level within 10 days of enrollment.
- A student's performance on the test will determine if the student is entitled to ESL services

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.

The following structures are in place to ensure that parents understand all three program choices.

- Once a student has been identified as an ELL, our school notifies parents of their child's eligibility for ESL services by sending Page 26 home an Entitlement letter.
 - This letter is sent home in English and if in the student's home language-where available. The letters are translated in fourteen languages which are available on the Department of education website.
 - In order to ensure that parent's receive this information, a tear-off is provided to the parents to return to school, acknowledging that they received the entitlement information.
- Parent's choice, coupled with the program availability, determines program placement for ELLs within the first ten days of enrollment.
- Bilingual classes are formed when there are fifteen or more students on two contiguous grades for K-8.
 - If there are not enough students to form a bilingual class, the parent can opt to transfer to another school in the district where a bilingual class is being offered, or the parent can choose to stay in the ESL program in this school.
 - School personnel collect information or where these classes are being offered and assist them in contacting the other school.

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

- Once a student has been identified as an ELL, our school notifies parents of their child's eligibility for ESL services by sending Page 26 home an Entitlement letter.
- This letter is sent home in English and in the student's home language-where available. The letters are translated in fourteen languages which are available on the Department of education website.
- In order to ensure that parent's receive this information, a tear-off is provided to the parents to return to school, acknowledging that they received the entitlement information.

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.

Parent's choice, coupled with the program availability, determines program placement for ELLs within the first ten days of enrollment.

- Bilingual classes are formed when there are fifteen or more students on two contiguous grades for K-8.
- If there are not enough students to form a bilingual class, the parent can opt to transfer to another school in the district where a bilingual class is being offered, or the parent can choose to stay in the ESL program in this school.
- School personnel collect information or where these classes are being offered and assist them in contacting the other school.

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.

Check ATS for the RNMR report to ensure that all ELL identified students are tested.

A modified schedule is created in order to test each student individually for the speaking component. There is a secondary evaluator in the room for this portion of the exam.

The listening is done by grade levels 6th and 7th-8th.

All students may take the reading and writing section at the same time, without time limits.

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. 

All of our students are in free standing ESL.

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 is delivered through the pull-out method.
 - b. The students are pulled out in two groups: Advanced and Beginner-Intermediate. They receive two-period blocks of instruction 2-4 times a week depending on their proficiency level. Students are heterogenously mixed by grade and proficiency level.
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)?
 - a. Instruction is delivered through pull-out ESL model. The students are scheduled for ESL to meet their required time, as advanced students of 180 minutes per week. The pull out ESL teacher works closely with the classroom teachers and administration to ensure continuity and curricular alignment. During the time they are pulled out there are a variety of different instructional practices that are utilized (whole class, small group, mini lessons, individual conferences, peer teaching/coaching, partnerships, buddy work, independent work, etc.) All instruction is differentiated and students are grouped according to their needs to teach a specific skill or strategy that the teacher wants to target. The pull-out ESL classroom is set up so that it offers a non-threatening, print rich environment filled with a lot of materials, pictures, technology and multi-level high interest books. In the classroom, students participate in shared reading, shared writing, vocabulary development, the writing process, guided reading and partner reading. All work done in the ESL classroom aligns with the Common Core State Standards and the grade's curriculum. All of our ELL students that are either beginner or intermediate as per their NYSESLAT will receive a minimum of 360 minutes per week of ESL services as per CR Part 154 regulations. The students we have classified as advanced receive 180 minutes of ESL services per week. The organization of our staff ensures that these mandated hours are met by the pull-out ESL teacher's schedule to accommodate for the blocks during the school day.
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.

The ESL instructor is in contact with the content area teachers in order to know the vocabulary necessary for the current units. The ESL instructor is also given copies of the culminating tasks for the units whenever applicable in order to scaffold the work for the students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We do not formally evaluate in the native language. When possible, translations are made available for students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ELA teachers follow the Expeditionary Learning curriculum which heavily focuses on reading, writing, speaking, and listening. The ESL teacher creates benchmark assessments within the four modalities. When a student is slowing in progress within a specific modality, additional support is given in that area. These supports are shared with the content area teachers whenever applicable.
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. We currently do not have any SIFE students. If that changes, we would place the student in the lowest possible grade, allow for Tier III interventions, and schedule the student for afterschool to receive as many classroom hours as possible. Instruction will be accommodated by providing an extra period of ESL daily, as needed, in addition to the mandated unit as per CR Part 154 regulations. We would provide academic intervention services from our content area teachers as well as offering after school programs if available. We would provide counseling services by our guidance counselor if needed to support their emotional needs.

b. We will implement the following procedures when we encounter students in following groups: Newcomers are students who have recently immigrated and have very little English language skills. They are at the pre-production stage of second language acquisition. Instruction would be modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing, using visuals and providing contextualized engagement activities. At this stage, teachers may utilize the student's native language to ensure the students understanding of content area subjects while the student is acquiring English.

We would provide the students with bilingual dictionaries. In addition, newcomers will have access to computer assisted language for ELLs. We will also provide a collection of bilingual language reading books whenever possible. If possible, newcomers will be placed in a class with another student who speaks their native language. All teachers' second and third languages are collected at the beginning of the school year. Any teacher that speaks the native language of a newcomer will be alerted to the new student.

As the students progress in their acquisition of English, they move to the early production stage. At this stage, beginner students are starting to put simple sentences together but still have limited comprehension of English. The focus of instruction for beginners will be vocabulary building, modeling reading and writing through read aloud and think aloud, pairing beginners with a more dominant English speaker who can provide good modeling, provide cooperative group activities that they can participate in by performing tasks such as listing, labeling, categorizing, responding and answering questions, and supporting shared reading and writing with visuals.

At the third stage of language acquisition, speech emergence, intermediate students are able to respond in simple sentences and have greater receptive skills in comparison to their expressive abilities. Instruction for the intermediate students will focus on activities that are designed to develop higher level of language use in the content areas, expanding vocabulary, explicit reading comprehension strategies (summarize, sequence, compare and contrast, draw conclusion, self questioning, main idea, fact and opinion). The writing process will be broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as the format for writing essays, reports, letters etc. Teachers confer with the students to identify their strengths and weaknesses. During intermediate fluency, the fourth stage in second language acquisition, advanced students demonstrate greater control of the English language and produce complex sentences expected of a native speaker. Although these students are much more fluent they still need support in reading and writing. The focus of instruction for advanced students includes: using scaffolding activities during pre-reading and post-reading activities, teaching reading and writing through purposeful activities rich in context and built on shared experiences through thematic units of study, providing learning activities that can be accomplished in small groups in a structure that encourages mutual cooperation.

c. Students who have had 4-6 years of ESL instruction will receive additional support in the form of RTI and AIS. Students' NYSESLAT results will be analyzed to pinpoint the deficiency area and students will receive targeted instruction in these areas. Computer based and research based interventions will be used to help bring these students to grade level.

d. Instruction for Long-Term ELLs, enrolled more than six years will be to focus on immersing students in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn through modeling, modifying materials, activities and assignments based on level of proficiency. Classroom teachers and the ESL teacher will work with students individually and in small groups using a variety of programs while incorporating ESL methodologies. Some of these

programs that could be used are Wilson, Foundations, Just Words, Great Leaps Reading. They will receive additional instruction and support during the school day and during AIS by the ESL teacher as well as their classroom teachers.

e. Former ELLs will continue to receive extended time on all exams (classroom, city, and state). Additionally, the supports of UDL in classroom lessons will help with any continued support needed within lessons. Scaffolds for class projects and tasks will be used as needed. These include graphic organizers, outlines, vocabulary support, and checklists.

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

The SWD teachers use the gradual release model within their classrooms. This allows for explicit, direct instruction, including modeling, before students have the opportunity to work on their own. During guided and independent practice, teachers work with small groups building foundational skills. Teachers are also instructed to use classroom paraprofessionals, when available, to aid in supporting ELL students in the classroom. The use of audio books, podcasts, videos, manipulatives, and visuals are at the core of language acquisition in the SWD classrooms.:

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?

All of our SWD are programmed to take their elective courses, gym classes, and arts classes in general ed settings. Classes are also linked to general ed classes allowing for flexible programming where applicable. In the case of ELL-SWDs, the pull-out ESL program takes place during different classes so that the students do not miss the same class more than one time a week.

Courses Taught in Languages Other than English ⓘ

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

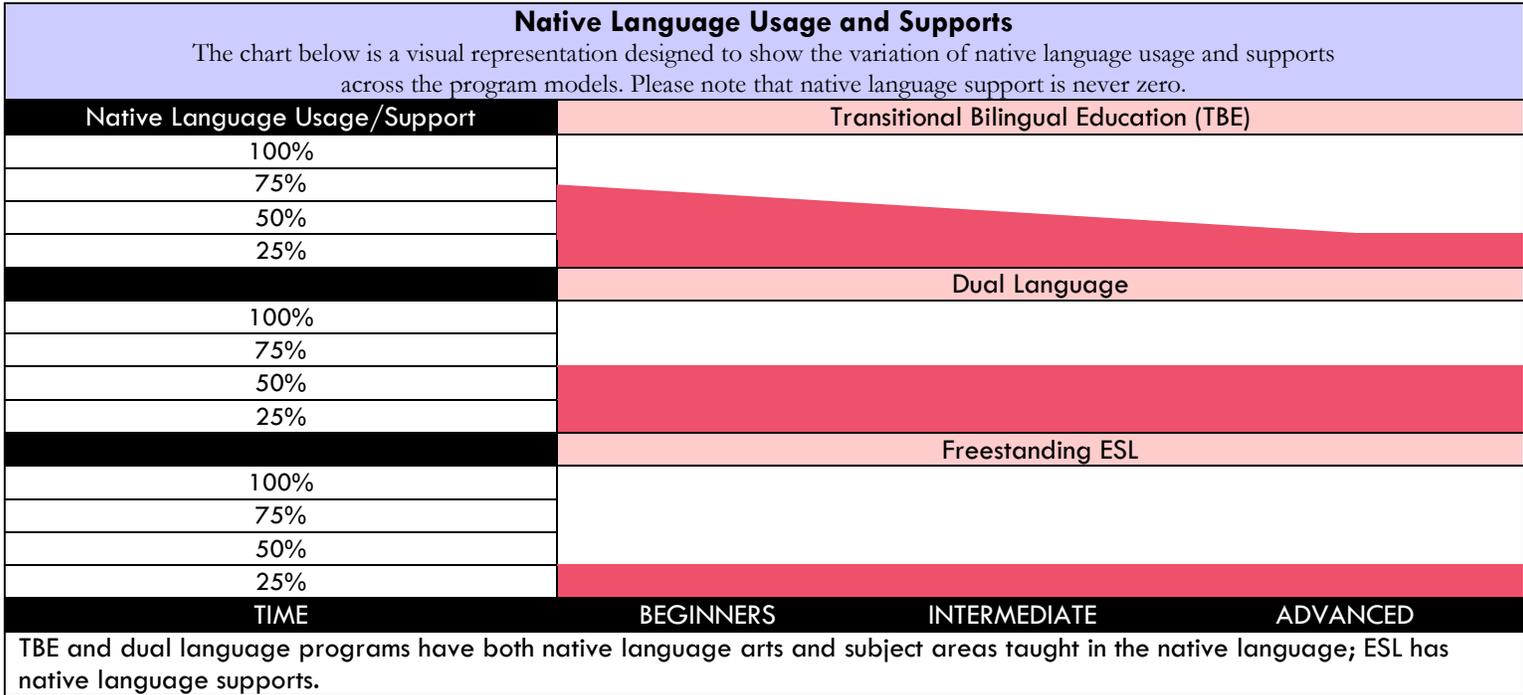
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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



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.
- Currently, our targeted intervention programs include: ALEKS for math, Wilson Reading for ELA, math fluency guided practice, and reading fluency guided reading. These are all offered in English. Additionally, we offer afterschool instruction two days a week using the Coach curriculum by Curriculum Associates.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program allows for the required time of ESL instruction. Students spend the majority of their week immersed in an English only setting allowing for faster language acquisition.
11. What new programs or improvements will be considered for the upcoming school year?
- We are considering a push-in model to allow for more targeted support around the content areas.
12. What programs/services for ELLs will be discontinued and why?
- At this point, no program will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our ELL students are afforded equal opportunity to all school programs. ELLs are invited to participate in any after school program offered by the school. In addition, all ELLs are entitled to AIS, RTI, and differentiated instruction throughout the school day in both ESL and the regular classroom.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use google translate to aid in the translation of test materials. Every classroom is equipped with a smartboard allowing for visual interpretations of new vocabulary words and content. When available, native language dictionaries are made available to students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our ESL program, we offer native language support in several ways. The ESL teacher speaks Haitian Creole, which is spoken by over 60% of the ESL population. She provides translation when needed. We provide bilingual dictionaries and glossaries in students' native language when available. When available, books are offered in the native language as are assessments through the use of google translate.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services correspond with the ELLs' grades and ages by allowing students to travel to their classes. Students travel for all of their classes independently. Students going to ESL are afforded the same responsibility. Being with their peers the majority of the school week also allows for social development. All required services and resources correspond to ELLs ages and grade levels as per CR-part 154. :
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.
- We are dedicated to promoting a safe, comfortable and welcoming atmosphere for newly enrolled ELL students. Our plan to assist newly enrolled ELL students before the beginning of the school year will be:
- Early registration for newly-enrolled students prior to the opening of school in September.
 - Within the first ten days of enrollment the LAB-R test is administered to ascertain their placement.
 - During the registration and LAB-R test process the school staff including administration, parent coordinator, secretary and ESL teacher will work as a team to assist the parents with their concerns and understanding of the forms and placement for ELL students.
 - Classroom teachers will be trained to provide additional help to newly enrolled ELL students with their transition into a new environment. Newly enrolled students will be provided with a buddy student who if possible speaks their language to help develop a support system for them.
- :
18. What language electives are offered to ELLs?
- Currently, all 7th and 8th graders study Spanish.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Professional development is provided by the Network monthly. The ESL teacher attends the meetings around instruction while the ESL coordinator attends meeting that are compliance specific.

2. During monthly instructional workshops by the Network around the CCLS for both math and ELA, there is always a focus on the ELL population and how to modify to meet their needs. As a school, professional development is designed by the team which consists of administration, coaches, and the IEP teacher. We discuss what professional development must be offered in order to meet the need of all students including ELL. Some of the workshops planned this year include:

- Common Core State Standards
Common Core instructional shifts
- Depth of Knowledge to ramp up instruction for all students utilizing the Universal Design for Learning Principles
- Danielson framework to better use questioning and assessment for our ELLs
- NYSESLAT information workshops for teachers to align instruction with the four modalities

2. In addition to ongoing professional development for teachers and staff to assist ELLs as they transition from one grade to another, ESL teacher and administration will share the information in a variety of ways. Conferences and meetings allows for the sharing of this information such as department meetings, AIS & PPT meetings, Edmodo- the social teacher network, Skedula- our grading program, data inquiry, staff development days, the June clerical half days and student work that is essential for planning and helping our ELLs move to the next grade level.

3. A certified ESL teacher will provide the 7 ½ hours for general education of state-mandated ESL staff development or the 10 hours for special education ESL training for the staff. Attendance records will be maintained to ensure the requirement is met. In addition all teachers have the opportunity to attend citywide Professional Development provided by the Office of English Language Learners.

D. Parental Involvement

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

1. At CAMS, we recognize the importance of parent involvement in the education of all our students including the participation of ELL parents. We offer many opportunities for all parents to learn about the curricula and education their child receives. Parents are welcomed into the school during Open School Night held early in the year. The school website contains all the news, events and calendar for the parents. Each teacher generates a homepage where they update weekly the homework and assignments as well as the units of study for their specific content area. Parents are welcome to email the teachers via the website. Through Skedula, parents have access to their students' grades and anecdotes so they are kept abreast to their student's progress. Monthly progress reports are sent home to the parents in addition to the report cards. Monthly family nights will be held for the parents to interact and celebrate their child. School performances are held to showcase the arts programs in our school. PTA meetings are held monthly for the parents to come and participate in their child's school. Fundraisers are held to help support the students and activities.

2. We partner with Turn Around for Children. In addition to classroom level support, this agency partners our school with a mental health agency. Parents are able to take their children to a local agency to receive outside counselling. This information is shared with the parents in their native language when needed.

3. We sent out a parent interest survey during a parent meeting to find out more about the parents needs. The parent coordinator has been reaching out to families and working with them to discuss any questions. When applicable, fliers are printed and disseminated in homelanguag.

4. These parental involvement activities meet the needs of the ELL parents in several ways. They give parents an opportunity to interact with other parents from the community and school. Parents learn valuable information at the meetings as well as see their children interact with other classmates and school staff. These family nights, meetings and information nights will help our ELL parents become a part of their child's education which, in turn, will help the ELL family realize that they are a part of our school community.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Collaborative Arts Middle Scho</u>		School DBN: <u>29Q355</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tammy Holloway	Principal		1/1/01
Nordia Brackett	Assistant Principal		1/1/01
Allison Monroe-Bentley	Parent Coordinator		1/1/01
Mytha Orphee	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Kristen Pelekanakis	Coach		1/1/01
	Coach		1/1/01
Gina Curcio	Guidance Counselor		1/1/01

	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q355 School Name: Collaborative Arts Middle School

Cluster: CFN Network: 209

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.

By reviewing the Home Language Identification Survey CAMS is able to assess the school's written translation and oral interpretation needs, we realize that 5.6% of our families may need translation services. This data is used to ensure parents receive the appropriate information in their preferred language.

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.

According to the HLIS forms completed by parents upon registration, 5.6% of parents prefer to receive written documents from the school in a language other than English. The languages of preference of these parents are Spanish, French, Haitian Creole, Punjabi, and Yuroba. This data, along with teacher input based on communication with parents, provides CAMS with the knowledge to accommodate all parents.

These findings are shared with the Parent Coordinator so that communications can be sent home in the correct languages. Additionally, all teachers are given resources by which to contact translation services for phone conferences and mailings home. Teachers are also encouraged to use Google Translate to translate class notices being sent home.

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.

Upon the request of the parents on the Home Language Identification Survey, translated documents will be sent home in the parents' preferred language. Parents will receive school letters, promotion in doubt forms, class placement forms, and student progress reports in the preferred home language. Written translation services in Spanish and Haitian Creole will be conducted in-house by members of the school staff. This ensures that all information is sent to parents in a timely manner.

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 translations will be provided in-house for Spanish and Haitian Creole. All other translation services will be coordinated through the DOE. Oral translation will be available for phone calls, parent-teacher conferences, and PTA meetings.

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>.

In accordance with the Chancellor's Regulations A-663, parents will be informed of their right to receive written and oral translation services at the parent orientation meeting conducted by the ESL teacher and at the monthly P.T.A. meetings. Parents will receive this information via letters sent home with students as well. These letters will be written in the preferred language of the parent, according to the Home Language Identification Survey. \

