

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

**School Name:** EXPRESSIONS ACADEMY  
**DBN (i.e. 01M001):** 09X229  
**Principal:** DR. EZRA MATTHIAS  
**Principal Email:** EMATTHI@SCHOOLS.NYC.GOV  
**Superintendent:** LETICIA RODRIGUEZ-ROSARIO  
**Network Leader:** JEAN MCKEON

## 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
Dr. Ezra Matthias	*Principal or Designee	
Veronica Uwanaka	*UFT Chapter Leader or Designee	
Terraine Wilkins	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Sylvia Alemany	CBO Representative, if applicable	
Nancy Johnson	Member/ Teacher	
M. Spencer	Member/ Parent	
Judith Sabio	Member/ Parent	
Josephine Thomas	Member/ Guidance Counselor	
Paula Givens	Member/ Parent	
Gilbert Fletcher	Member/ Teacher	

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

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 85% of teachers will incorporate consistent practices of formative assessments to capture indication of student learning and to inform revision of curriculum and instruction resulting in a 3% increase of students scoring at or above proficiency as measured by the NYS ELA and math 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.

Principal observations indicate that teachers do not systematically collect and monitor assessment evidence for student academic and personal growth including learning progression across lessons and units of study. Students' scoring at or above proficiency on the 2014 NYS ELA assessment was 5%. Students' scoring at or above proficiency on the 2014 NYS math assessment was 13%.

### **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. Within their professional learning communities teachers will analyze data such as student work products and content area item skills analysis to identify student proficiency ratings and trends, target students, identify ways to modify instructions and discuss the impact of their collaborative work on instruction

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

1. Principal, assistant principals, Peer Instructional Coaches, network coaches, talent coach, partnership support, teachers.

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

1. Student progress reports, student marking period grades, NYS assessment results and principal observation reports

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

1. From September 2014 to June 2015

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

1. Expeditionary Learning, other content area curricula, technology resources, student work products, portfolios, assessment data, Collaborative Learning, Inc., UDL, unit and lesson plans, DFFT Domain 3, staff development committee and professional development period

### **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).

We will 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; and grading policy.

### **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, 90% teachers will consistently use knowledge of students and knowledge of content and pedagogy to design learning tasks aligned to the CCLS to expand student educational experiences as evidenced by a 3% increase in students' proficiency rating on the NYS ELA and math 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.  
 The school's Advance data, School Quality Guide, Principal Practice Observation (PPO), Progress Report, and School Survey Report indicate that the content-related pedagogy used in classrooms results in low levels of student engagement. Advance data highlighted that among the 22 DFFT components questioning and discussion received the lowest rating (2.18 out of 3) across classroom observation of teacher practice. The second lowest was 3C (engaging student in learning) at 2.31. And the third lowest was 3d (using assessment in instruction) at 2.37. Students' scoring at or above proficiency on the 2014 NYS ELA assessment was 5%. Students' scoring at or above proficiency on the 2014 NYS math assessment was 13%.

### **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. During professional learning teachers will engage in research based strategies centered on comprehension, modeling, and use of practices/methodologies to enhance pedagogy and planning that will lead to increased student engagement in learning.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal, assistant principals, Peer Instructional Coaches, network coaches, talent coach, partnership support, teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Student progress reports, student marking period grades, NYS assessment results, baseline performance levels, benchmark performance levels and principal observation reports
- D. Timeline for implementation and completion including start and end dates**
1. From September 2014 to June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Common Core Curriculum, other content area curricula, technology resources, Collaborative Learning, Inc., UDL, thinking maps, and lesson planning templates with structures, DFFT Domain 3, staff development committee and professional development period

### **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).  
 We will provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Guide, School Quality Snapshot, NYC School Survey Report;

### **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
List any additional fund sources your school is using to support the instructional goal below.											

### Goal and Action Plan #3

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

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2015, 95% of teachers will undergo professional training centered on mindsets and building positive relationships with students and adults resulting in a 5% gain in a positive perception of the school regarding safety and security evidenced by OORS data, SAVE room referrals and the NYC School 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.  
 SAVE room referrals, OORS data (70% of the incidents are related with Component 2b) and the annual NYC School Survey Report underscores the impact classroom conduct has on students' overall education experience.

#### **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. Within their professional learning communities teachers will identify students that are struggling with academic and behavioral issues, brainstorm solutions, identify possible parental support and create an action plan to address the behavior/academic concerns of those students.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal, assistant principals, guidance team, network student support director, partnership support, network support, teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The number of SAVE room referrals, OORS suspension data, teacher feedback, NYC School Survey Report
- D. Timeline for implementation and completion including start and end dates**
1. From September 2014 to June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Suspension data, PBIS resources, technology resources, teacher created intervention templates, professional development period

#### **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).  
 We will create a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

#### **Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>		<b>X</b>	<b>Title IA</b>		<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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.

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	The areas of focus are building knowledge through non-fiction and informational text, citing textual evidence and building academic vocabulary.	Small group	Before school, during the school day
<b>Mathematics</b>	Area of focus targets building students' fluency with procedural operations using whole numbers, fractions and decimals to support applications and reasoning during problem solving activities.	Small group	Before school, during the school day
<b>Science</b>	Crafting well-written introductions and conclusions, organizing reasons and evidence clearly in written tasks	Small group	During the school day
<b>Social Studies</b>	Crafting well-written introductions and conclusions, organizing reasons and evidence clearly in written tasks	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	The guidance team will meet with students on an individual or group basis weekly. Incorporate topics such as Time Management Skills, Listening and Organizational Skills, Understanding School Data, Career Planning and Educational Choices, Promotional Criteria, how to get good grades, Communications skills, Emotional Intelligence amongst others. Monitor student attendance and work with attendance team to ensure student attendance is at minimum 90%.	One to One, Small group	During the 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations
<ul style="list-style-type: none"> <li>• Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department</li> <li>• Mentors are assigned to support new, struggling and un-qualified teachers</li> <li>• The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development
<ul style="list-style-type: none"> <li>• Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.</li> <li>• Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
School ensures all conceptionally consolidated funding coordinates and integrates the use of Federal, State and/ or Local funds to meet the intent and purpose of all programs.
<ul style="list-style-type: none"> <li>• Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing.</li> </ul>

**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.
School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.
<ul style="list-style-type: none"> <li>• School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction</li> </ul>

. • School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented.

**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)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

Expression Academy at I.S. 229, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 09X229**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$174,198.42	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	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,956,946.00	X	See action plan

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

Part A: School Information	
Name of School: Dr. Roland N Patterson School	DBN: 09X229
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: The English Language Learners (ELL) population at our school has consistently performed better on the Listening and Speaking section of the New York State English as a Second Language Achievement Test (NYSESLAT) exam than on the Reading and Writing section of the exam. The 2012 NYSESLAT data indicates 64% of our ELLs were Proficient on the Speaking and Listening section, 21% were Proficient on the Reading and Writing section and 21% were Proficient overall. What we've also noticed is that over the past two years nearly all of our students who progressed to the Advanced or Proficient levels were also Level 2s on the 2010 and 2011 state English Language Arts (ELA) exams. Similarly, the Advanced students in our current 6th grade ELL cohort are all Level 2 and one student is a Level 3. There is no direct correlation for our between NYSESLAT and math data. However, 42% of our ELLs performed at Level 2 or better on the 2012 state math exam.

The direct correlation between the NYSESLAT and ELA data indicates we need to target students' reading comprehension skills and writing skills to move our Level 1s to Level 2 and to move our Level 2s to Level 3 and above. Moreover, the demands of the Common Core Learning Standards and the shifts in ELA and math dictate that we focus our attention on close reading, domain specific vocabulary, textual evidence and real world math.

To address our students' needs we intend to implement all ELL Saturday Academy from November to March for a total of 18 sessions. One certified ESL teacher and one math teacher will provide four hours of instruction in English for 28 ELLs in grades 6-8, who are primarily intermediate and advanced students. The teachers will teach two groups—A and B. While group A receives math instruction, group B receives reading/writing instruction. Our goal is to improve our students' performance on the ELA and the NYSESLAT by one level.

We will purchase 28 licenses for Kaplan's Smart Tracker online program. The students will use the Smart Tracker program to improve their reading comprehension skills and math skills. We will allocate towards the cost of hiring a Kaplan consultant to train the two teachers in the use of the program. In addition, the ESL teachers will use NYSESLAT practice materials. We will also allocate for additional Spanish/English dictionaries and French/English dictionaries.

### Part C: Professional Development

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

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

Begin description here: As we align our instruction to the Common Core Standard for math, literacy and literacy in the content areas our professional development will focus on a) designing rigorous performance tasks, b) imbedding literacy in the content areas and) strengthening students' vocabulary. We intend to engage in the following professional development activities:

- 1) ESL Study Group: Four content area teachers and the lead ESL teacher will meet for two-hour after school sessions once a week for 10 weeks to discuss and implement effective instructional strategies for ELLs. The group will use the text Teaching English Language Learners Across Content Areas by Judie Haynes which will be purchased with \$90 of the Title III funds.
- 2) Professional Learning Communities: ELA and math teachers will analyze ELA and math performance tasks twice a month using the text Looking Together at Student Work by Tina Blythe, David Allen and Barbara Scheffelin. Twelve copies of the text will be purchased with \$244.25 of the Title III funds.

### Part D: Parental Engagement Activities

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

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

Begin description here: Begin description here: Parent engagement has always been a challenge for us as a middle school, particularly when we focus on the engagement of our ELL parents. One way we intend to increase the level of engagement is by empowering ELL parents to take a more active role in their child's education. The administration, staff, the Parent Coordinator, the Parent Association and our community partners will work collaboratively to provide workshops for ELL parents including:

- 1) Homework Help: Tips for ELL Parents
- 2) Common Core Shifts: What ELL Parents Need to Know

**Part D: Parental Engagement Activities**

- 3) Family Literacy: Improving Stamina and Building Vocabulary
- 4) Real World Math: What Do I Already Know

These workshops will take place on Saturdays or after school for 2-3 hours. Staff members who speak the parent’s native language will be available to translate the information presented and to address parents’ concerns during each workshop. We have budgeted \$75.75 to cover the cost of workshop materials and refreshment for parents.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	0	0
Educational Software (Object Code 199)	_____	_____
Travel	0	0
Other	_____	_____
<b>TOTAL</b>	_____	_____



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

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

## Part I: School ELL Profile

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

District <b>0</b>	Borough <b>Bronx</b>	School Number <b>229</b>
School Name <b>Dr. Roland N. Patterson</b>		

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

Principal <b>Dr. Ezra Matthias</b>	Assistant Principal <b>Marcia Sobers-Charles</b>
Coach <b>Lisette Torres</b>	Coach <b>Hugh Fletcher</b>
ESL Teacher <b>Lucy Osakwe</b>	Guidance Counselor <b>Ingri Perez</b>
Teacher/Subject Area <b>Kaitlyn Tyrill/ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Derrick Warren/Math</b>	Parent Coordinator <b>Christine Turner</b>
Related Service Provider <b>Jackie Grovesnor</b>	Other <b>Martin Onyebuchi/Math</b>
Network Leader(Only if working with the LAP team)	Other <b>Angel Brown/Special Ed</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>209</b>	Total number of ELLs	<b>43</b>	ELLs as share of total student population (%)	<b>20.57%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	27	0	3	11	0	6	6	0	4	44

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	27	0	3	11	0	6	6	0	4	44
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
Spanish														0
French														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0						16	16	6					38
Chinese	0													0
Russian	0													0
Bengali	0													0
Urdu	0													0
Arabic	0													0
Haitian	0													0
French	0						1	0	0					1
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	0						1	2	2					5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>18</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>44</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	9	3					13
Intermediate(I)							2	3	1					6
Advanced (A)							15	6	4					25
Total	0	0	0	0	0	0	18	18	8	0	0	0	0	44

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	2	0	0	17
7	13	0	0	0	13
8	4	0	0	0	4
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	15								15
7		15							15
8	4	4							8
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 school wide baseline assessments in all core subjects to assess students' skills. In ELA we administer an assessment which requires students to read text and write an essay citing evidence from the text. We also use Scantron's Performance Series to assess students' reading comprehension and language arts skills. The assessment data provides a Lexile level for both. This year we also

reviewed data from the ELA MOSL which was similar in format to our school's baseline. The data from these assessments indicate that more than 90% of our ELLs are performing far below standard in the following areas: inferring from text, writing a focus statement, citing relevant evidence and structuring an essay. Based on this data ELA and ESL teachers are targeting the following skills in reading lessons: analyzing, drawing conclusions and inferring. They are targeting the following in their writing lessons: making a claim, citing strong evidence to support reasoning and the structure of an essay. Social studies and science teachers are incorporating the following Literacy Shifts in their curriculum units: citing text-based answers, writing from sources and building academic vocabulary. We are also revising the order of our curriculum units so our students have greater opportunities to focus on argumentative writing prior to the 2014 New York State assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Based on the 2013 NYSESLAT data, more than 80% of our 6th grader, 33% of our 7th graders and 50% of our 8th graders are advanced. The 2013 ELA and math data is vastly different; 94% and 100% respectively of our ELLs are Level 1s. While more than 56% of our ELLs are closer to proficiency in English, all of them are performing far below the expectation of the Common Core Learning Standards (CCLS) for ELA and math.
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 [AMAQO tool](#))  
The 2103 NYSESLAT modalities data is not yet available in ARIS or on the RNMR report in ATS
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?The pattern that we've seen across the grades is that all of our ELLs at all proficiency levels are performing far below standard in both ELA and mathematics.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
ELA and content area teachers are collaborating with ESL teachers more frequently to plan lessons which include a) language(s) objective, b) relevant vocabulary, c) a background knowledge component, d) appropriate texts and e) translation of resources when needed.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We measure the success of programs for ELLs using state data including AYP for ELLs, ELA data, NYSESLAT and school level data. We check our Progress Report to determine whether we made AYP for ELA, math and science. We also compare our ELLs performance on the NYSESLAT and the ELA, specifically the performance of our Advanced and recently Proficient ELLs. For the ELLs who are not eligible to take the ELA we compare their progress on schoolwide baseline and midline ELA assessment. In addition to the academic measures, we evaluate our ELLs success by their level of participation in our extra curricular programs. Many of our ELLs have accelerated their speaking, listening and reading proficiency as a result of assuming primary and secondary roles in our theater arts productions. They have also improved their speaking and listening proficiency by participating in our sports programs with their peers who are native English speakers.

## 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 first day ELL parents come in to register their children, the office staff responsible for student registration will take the parent's information. Once the office staff is aware that the child is new to the Department of Education (DoE) system and the home language is one other than English the staff member notifies one of our licensed and certified English as a Second Language (ESL) teachers immediately. The ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an oral interview in English. If the ESL staff member does not speak the parent's native language he/she contacts the Language Translation and Interpretation unit to have someone communicate with the parent in their native language.

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.  
Parents have the opportunity to view the parent orientation video during their initial visit. If this is not feasible then the parent and the child are invited to attend an English Language Learner (ELL) Parent Orientation Session within the first three days that the student is registered. Letters or flyers printed in English, Spanish and French are sent out to parents regarding the ELL parent orientation session if the orientation does not occur on the first day. Additionally, we use our phone message system or home visits to remind parents of the upcoming meetings or conferences at least a week in advance. During the orientation parents obtain any additional information relevant to ELLs. After viewing the video, which explains the three program options, the ESL teacher reviews the three program options: Transitional Bilingual, Dual Language and Free Standing ESL. As needed we will contact the translation unit for assistance in translating the information into languages other than Spanish or French. Subsequently parents are asked to complete the Parent Survey and Program Selection Form.

If the parent chooses a program that we do not offer then the ESL teacher explains to the parent that 1) we currently offer Free Standing English as a Second Language, 2) the parent has a right to transfer their child to a school that has their desired program and 3) a Dual Language or Transitional Bilingual program will be implemented if parents still express interest and the following conditions exist: a) there are at least 15 students in a grade speaking the same language or b) there are 15 students across two consecutive grades with the same native language. Once 15 students of the same native language meet the conditions described above the following process will go into effect 1) a letter will be sent to parents, in their native language, informing them that their desired program can be implemented, 2) once 15 parents indicate they are still interested in the program, 3) bilingual staff members are assigned or hired, 4) schedules are prepared for the students and the teachers and 5) a parent orientation will be scheduled before the program begins.

After the initial parent orientation, subsequent meetings are held since our ELLs are admitted at various times throughout the year. In the event a parent is unable to attend the orientation sessions we schedule one-to-one meeting.

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 [\[see tool kit\]](#).)  
To ensure Entitlement letter are distributed to parents we mail a copy and also give one to the student to take home. If the parent does not complete the Parent Survey and Program Selection Form during the orientation session then they are given seven days to submit it. Once we receive the completed forms copies are made, the original is placed in the student's cumulative record file and a copy is placed on file with the supervisor of ELLs.
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.  
The next step in the identification process is the administration of the formal assessment. After ELLs are enrolled the ESL teachers administer the Language Assessment Battery (LAB)-R within the first 10 days of their arrival. Once the student takes the LAB-R and their exam is hand scored. If an ELL is eligible for the Spanish LAB he/she will be given that exam as well. The ESL teacher identifies the student as a Beginner, an Intermediate or an Advanced ELL and keeps a record of students' scores. The LAB-R is then

submitted to the appropriate assessment facilitator at the district level. The ESL teacher then gives the student an Entitlement Letter in English, Spanish or French. A copy of the letter is placed in the child's cumulative record file and a copy is placed on file with the supervisor of ELLs. If the letter is not available in the parent's native language it is translated before the parent receives it. During this time the ESL teacher and/or parent coordinator will follow up on any questions the parents may have and to let them know if the signed Program Selection Form is not returned then their child will be automatically identified as a student to be placed in a Transitional Bilingual program. Once the parent returns the signed letter the student is assigned a permanent class. After new ELLs are assigned to a class, parents are sent a placement letter in his/her native language indicating that their child will receive ESL services. A copy of the Placement letter is put into the student's cumulative record file and a copy is kept on file with the supervisor of ELLs.

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.

As the ELLs continue their education within the DOE system each year they take the New York State English as a Second Language Achievement Test (NYSESLAT). Prior to the administration of the NYSESLAT, there are periodic reviews of the RLER, which is the ATS report indicating the students eligible to take the NYSESLAT. All ELLs who have not achieved proficiency on the previous year's NYSESLAT continue to receive ESL services. At the beginning of the school year, the parents of these students are sent a Continued Entitlement Letter in their native language. Parents continue to receive this letter each year until their child becomes proficient. A copy of this letter is kept on file with the supervisor of ELLs. The ESL teachers work in conjunction with the school's Test Coordinator and Test Administrator to update the list of students eligible to take the test and those students who are no longer eligible. The ESL teachers provide direct test prep instruction in preparation for the NYSESLAT when they service the students. Before the test administration period, the ESL Teacher and the Test Coordinator will group the students according to their grade level band and test modifications (if necessary). At the beginning of the NYSESLAT administration period the ESL teachers will assess student individually for the speaking portion of the exam and subsequently assess groups of students in the remaining three modalities on the dates specified. Any students who were absent for any portion of the exam are given an opportunity to take a make up.

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. 
- Within the past few years our Parent Survey and Program selection Forms indicated that more than 95% of our parents requested Free Standing ESL. The parent of our francophone ELL, the remaining African ELL population and the majority of our Spanish ELL population request Free Standing ESL. If the trend shifts for our Spanish ELLs we may implement a Spanish bilingual or dual language program as well. We will survey parents to identify their program preference for the next school year. The first day ELL parents come in to register their children, the office staff responsible for student registration will take the parent's information.

## 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])?

Our English Language Learners (ELLs) receive Free Standing ESL instruction. The ESL teachers' schedule indicate eight 45-minute periods of push-in or pull-out instruction for the beginners and intermediates and four 45-minute periods of push-in or pull-out instruction for the advanced students. Students are heterogeneously grouped by proficiency levels for instruction. As per the mandated instructional units under CR Part 154, the ESL teachers provide 360 minutes of ESL instruction for beginner and intermediate ELLs and 180 minutes of ESL instruction for advanced ELLs weekly. The advanced students also receive 180 minutes of ELA instruction weekly from a English Language Arts teacher.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

At the end of the school year the administrative team determines which staff members will provide the most effective instruction for our ELLs primarily in ELA and mathematics. The The ESL teachers whose programs are structured so that they are able to pull out or push into the general education and special education classes for the mandated periods of ESL instruction. The The programmer Our general education ELLs are programed for a specific class on each grade. Our ELLs with special needs are programmed for appropriate academic setting at each grade level.

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.

Our ELLs are instructed in English for all content areas with support from the ESL teachers in the ELA and math classes. The ESL and content area teachers use Universal Designs for Learning (UDL) to aid comprehension. In addition, the teachers use Thinking Maps as visual tools to define a topic in context, create analogies, describe, compare/contrast, sequence, classify, and examine whole-to-part relationships. The ESL teachers use the Maps , particularly for our ELLs with special needs, as scaffolding tools for students written and verbal English. The ESL teachers also paraphrase the content, use repetition, engage students in role play and uses kinesthetic activities to aid students' comprehension of abstract concepts and vocabulary. For pull-out instruction, he/she uses resources aligned with the Common Core aligned ELA and math curriculum along with the strategies noted above to aid students' comprehension and vocabulary development in English.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Prior to ordering state assesments for math and science we review the RLER report in ATS to identify students' home langauge. The largest native language group within our ELL population is our native Spanish speakers; therefore, we order the math and science assessments in Spanish as well as in English. Our Spanish speaking beginners are automatically given the assessments in Spanish. Our ELLs with four to six years have the option of taking the assessments in English or Spanish. Since the assessments are not translated into the other language represented with our ELL population we contact the Language, Translation and Interpretation Unit to request translators during the assessment periods.

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

Teachers use a variety of formative assessments to measure students proficiency in the four modalities. Thers assessments include 1) observing students' use of Accountable Talk stems for partner or group discussions, 2) questioning students, 3) assigning performance tasks and 4) assigning written tasks.

6. How do you differentiate instruction for ELL subgroups?

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

In order to differentiate instruction for our ELLs we analyze the most current student data including the results of the New York State English Language Arts (ELA), the NYSESLAT and the LAB-R. In addition to the state assessments we analyze the results from schoolwide baseline assessments in ELA and math and, most recently, the MOSL data for ELA and math. Based on this data students receive instruction using Common Core aligned resources with an emphasis on building academic vocabulary. ELA teachers are also partnered with a teaching artist from LeAp, social studies teachers are partnered with an educator from the New York Historical Society and science teachers are partnered with educators from Urban Advantage. These partnerships are intended to strengthen students' reading comprehension, knowledge of the content and academic vocabulary. The ESL and ELA teacher read aloud from texts, provide opportunities for students to listen to books on tape, provide opportunities for student to engage independent reading and engage students in partner or group discussions to improve students' speaking and listening skills in English.

Currently we have no SIFE, but our Newcomers receive eight periods of ESL instruction once they are identified as a Beginner or Intermediate level student. Depending on their literacy skills in their native language, Newcomers may receive Academic Intervention Services (AIS) two days a week. They participate in our Extended Day program (37 1/2) three days a week in the mornings to improve their listening and speaking skills in English. The Spanish speaking Newcomers also have access to online math program Learnzillion.com. Teachers use visual and audio resources frequently to support students comprehension. ESL and ELA teachers frequently use Thinking Maps to help students transition from communicating in their native language to communicating in English. The Maps allow students to write a word or simple phrases to share their thinking before speaking and writing full sentences in English.

For our ELLs in the 4-6 year range we use Scantron's Performance Series data in addition to state data to determine the students' comprehension level. We also use our school's baseline data and the MOSL data to determine the ELLs' reading and writing skills in English and their skills in mathematics. ELLs in this category receive AIS for ELA and mathematics and participate in our Extended Day program three days a week. ESL and content area teachers use the Thinking Maps to help ELLs transition from shorter writing pieces to structure essays. These ELLs are also partnered with a more advanced ELLs or a native English speaker for peer support in the classroom.

For our ELLs with more than six years of service, we use our school's data and the MOSL data to determine areas of strength and weaknesses. Since most of our long-term ELLs are proficient in speaking and listening, but not reading and writing, we focus primarily on strengthening their reading and writing skills. ELLs in this category receive AIS for ELA and participate in our Extended Day program three days a week to address close reading strategies and building stamina. These ELLs are partnered with native English speakers for peer support in the classroom. Our Saturday Academy will target writing skills for intermediate and advanced ELLs.

Former ELLs are provided the same scaffolding supports as the long-term ELLs including extended time to complete assessments as needed. ELA teachers will group the former ELLs based on their demonstrated proficiency in speaking, listening, reading and writing in the classroom.

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?

ESL teacher and content teachers use the following strategies 1) teaching relevant vocabulary prior to introducing a new text or new concept, 2) using close reading strategies to help student navigate the text, 3) paraphrasing the text and/or translating the text, using discussion/sentence starters and 4) modeling. They also use supplementary curriculum materials aligned with the specific content to help students build background knowledge including video clips and books on tape.

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

To ensure that our ELLs with special needs receive their mandated service as per their Individualized Education Plan (IEP), the Related Service providers, the IEP teacher, the ESL teacher and the special education teacher coordinate their schedules so that the students receive the mandated periods for counseling, speech and ESL instruction. Where appropriate, an ELL SWD is mainstreamed for instruction in core content areas.

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

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

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

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

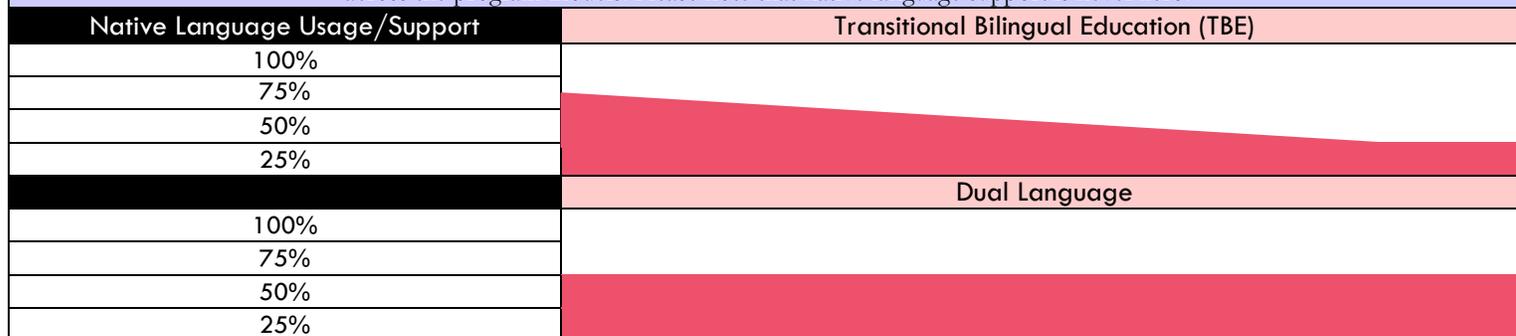
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The targeted interventions we use for our ELLs are our AIS, Extended Time and Saturday Academy programs. Our ELLs receive Extended Time instruction three days a week before school. The ELLs receiving AIS meet with the provider 2-3 periods a week. ELLs participating in the Saturday Academy will receive 3 hours of instruction in ELA and math.
- During our ELA Extended Time program we target listening comprehension and speaking skills for our Newcomers, close reading and building stamina for our ELLs with 4 or more years of service and foundation reading skills for our ELLs with disabilities. In math the focus is on key mathematical practices relevant for grades 6, 7 or 8.
- Our AIS program targets academic vocabulary and writing structure for our ELLs with 4-6 years of service and our Long-term ELLs. For our special education ELLs we target foundation reading skills. Our AIS for math targets key mathematical practices and academic vocabulary for our Newcomers, ELLs with 4-6 years of service and our Long-term ELLs. We target foundational math skills for our ELLs with special needs.
- Our Saturday Academy will target Common Core aligned reading, writing and math skills for our ELLs with 4 or more years of service who are intermediate or advanced.
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 ESL program is effective in moving our Newcomers and ELLs within the 4-6 year range along the continuum of English proficiency. We fall short in addressing the needs of the ELLs with disabilities who are close to or past the 6 year mark. As a result, we have students who are classified as long-term ELLs. With the introduction of the Literacy Shifts our ESL, ELA and content area teachers are focusing on developing academic vocabulary, citing text-based evidence and writing from sources. We are also using UDL strategies to differentiate instruction based on language and academic needs. We anticipate that our focus this year will result in greater academic and language gains for our ELLs with special needs.
11. What new programs or improvements will be considered for the upcoming school year?
- Our ELLs are very artistic and have excelled in our arts programs; therefore, we will try to expand our extracurricular activities to include a music program. Content area teachers will also plan field trips specifically for their ELLs.
12. What programs/services for ELLs will be discontinued and why?
- We are no longer using the Achieve 3000 program due to budgetary constraints and we will no longer use the Inside curriculum materials for ELLs since they are not aligned to the Common Core Learning Standards.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The supplemental academic services we offer to our ELLs occur before school and during the upcoming Saturday Academy to prevent scheduling conflicts with afterschool activities, which are offered after school. Many of our ELLs participate in the recreational program which includes the art, drama, set design, yoga and baseball. In addition, some of our ELLs participate in dance as an elective course and other participate in the American Composers Orchestra drumming programs as an elective during the day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELA teachers use the following instructional materials to support ELLs: Thinking Maps, sentence starters, visual Free Writes, Flocabulary activities, computer math games, the Learner's Dictionary (on the iPad), document readers/projector, video clips in Spanish, online tutorials at Learnzillion.com
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Since Spanish is the primary native language of our ELL population, our native Spanish speaking ELLs have the opportunity to use math, science and social studies curriculum textbooks in Spanish. In addition, teachers translate other texts into Spanish and they create Word Walls which include vocabulary words translated into Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required support services, particular guidance support is specific to the students based on their grade and age. Our guidance counselors are assigned to a specific grade. The sixth grade counselor focuses on students' acculturation and adjustment to middle school. The eighth grade counselor focuses on student choice, transitioning to high school and specific needs of overaged 8<sup>th</sup>

graders

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 still challenged in planning activities for our Newcomers before they enroll due to the fact that our Newcomers typically enroll after the school year has started. However, our guidance counselors pair Newcomers with a native English speaker or a more advanced ELLs who helps the new student navigate the school building and adjust to the academic and social environment of a middle school. Newcomers are encouraged by staff and their peers to participate in the extracurricular activities. Their participation in these activities contributes greatly to their acclimation to the school community as well as their assimilation into American culture.

18. What language electives are offered to ELLs?

At this time we do not offer language electives to our ELLs due to changes in personnel.

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

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

Our professional learning sessions for our ELA teachers, special education teachers, content teachers include the following topics: a) using data to group students for instruction, b) looking at student work, c) differentiating instruction using UDL strategies d) writing from sources, e) building academic vocabulary, f) using ESL strategies in the content areas g) facilitating student-to student discussion, h) using close reading strategies and i) designing coherent instruction.

Our ESL teachers have the opportunity to participate in professional development sessions focused on a) citing text-based evidence, b) building academic vocabulary, c) incorporating UDL strategies, d) using assessing and advancing questions and e) designing coherent instruction.

We will survey the staff to determine who has/has not received Jose P. training. Those staff members who have not been trained will have the opportunity to participate in Jose P. training, at different intervals throughout the year. The staff is also encouraged to revisit their training via follow up professional sessions offered by our school, our network organization, the United Federation of Teachers, the Office of English Language Learners as well as colleges and universities. A copy of teacher's training documentation i.e. certificate of attendance, certificate of completion will be kept on file with other professional development documents.

### 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?

Paste response to questions here:

### **E. Additional Information**

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

Paste response to question here:

**School Name: Dr. Roland N. Patterson**

**School DBN: 09x229**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Ezra Matthias	Principal		11/15/13
Marcia Sobers-Charles	Assistant Principal		1/1/01
Christine Turner	Parent Coordinator		1/1/01
Lucy Osakwe	ESL Teacher		1/1/01
	Parent		1/1/01
Derrick Warren/Math	Teacher/Subject Area		1/1/01
Kaitlyn Tyrrell/ELA	Teacher/Subject Area		1/1/01
Lisette Torres	Coach		1/1/01
Hugh Fletcher	Coach		1/1/01
Ingri Perez	Guidance Counselor		1/1/01
Jean McKeon	Network Leader		1/1/01
Angel Brown/Special Education	Other <u>Teacher</u>		1/1/01
Martin Onyebuchi /Math	Other <u>Teacher</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

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

*Requirement under Chancellor's Regulations – for all schools*

DBN: 09x229 School Name: Dr. Roland N. Patterson

Cluster: 2 Network: 211

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

### **Part A: Needs Assessment Findings**

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

To determine our need for written translation and oral interpretation we generate the ATS report indicating the students' native language, review the Home Language Survey which indicates the language used for written communication as well as oral communication and gauge the number of requests by parents to have someone communicate in their native languages. After reviewing the data we 1) identify staff who speak and/or write the parent's native language and 2) identify the languages for which we will need translation and interpretation services.

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.

Based on our current data 86% of our written and oral translation is for parents whose native language is Spanish, 2% is for parents' whose native language is French and 12% is for parents whose native language is Wolof, Hausa, Fulani or Twi. The findings will be shared with staff at the upcoming PD session focused on ELLs.

## Part B: Strategies and Activities

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

Staff will be given three to five days to translate written documents from English to Spanish and French before distributing them to parents. In the event there is insufficient time for a staff member to provide written translation, the document will automatically be translated using an online translate site. We will seek assistance from members of the community representing language groups other than French and Spanish for translation and interpretation services. The translator will be given seven days to translate the document. If a member of the community is unavailable to translate the document within the seven days, then we will submit the document to the Language Translation and Interpretation

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.

The staff members who speak a parent's native language will be asked to translate for parents during meetings and conferences (over the phone or in-person). For the parents who speak Twi, Fulani, Hausa and Wolof we will ask a member of the parent's community to serve as an interpreter. If that individual is unavailable we will contact the Language, Translation and Interpretation Unit for assistance.

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>.

All of our ELL parents will receive a copy of the Bill of Parent Rights and Responsibilities in English, Spanish or French. This document includes information on a parent's right to have written translation and interpretation services free of charge. The Bill of Parent Rights and Responsibilities in English, Spanish or French at the main entrance so parents are reminded of the translation and interpretation services available to them. We will also ensure that our Safety Plan includes provisions for parents to have access to translation and interpretation services in order to communicate with school personnel.