

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

DBN: (i.e. 01M001): **11X287**

School Name: **THE FORWARD SCHOOL**

Principal: **MAGDALEN NEYRA**

Comprehensive Educational Plan Outline

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Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Magdalen Neyra	*Principal or Designee	
Matthew Carrasquillo	*UFT Chapter Leader or Designee	
Stacey Bonner	*PA/PTA President or Designated Co-President	
Sean Cort	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cynthia Bailey	Member/Teacher	
Manjola Kozi	Member/Teacher	
Harold Isaacs	Member/Parent	
Jaymes Greenaway	Member/Parent	
Kelliese George	Member/Parent	
Wanda Randolph	Member/Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Forward School is a middle school that serves approximately 250 students in grades 6-8. The school is located on Barnes Avenue in Bronx, New York. The school shares building space with three other middle schools housed within the school building. The student population is comprised of 49.19% female and 50.81% male students. The student body is also comprised of 29.03% Hispanic students, 5.24% American Indian or Alaskan natives, 1.61% Asian, 62.90% Black, and 1.21% White students. The ELL population of the school is 5.65% and Special Education students that are in general education classes make up 80.24% of the student population with 9.27% of Special Education students learning in a 'least restricted' environment and 10.48% of Special Education students learning within a 'most restrictive' environment. The school is currently designated as a school in 'Good Standing' as per their state accountability status for the 2014-2015 school year.

Mission Statement

Our mission at the Forward School (11x287) is to support the development of life-long learners through the attainment of skills that will carry them beyond the classroom. As a school community we strive to provide students with a safe and supportive environment that targets individual differences and learning styles. By doing so, we encourage students to take academic risks and approach new challenges in their learning.

Partnerships & Programs

- Participating school in the Middle School Quality Initiative (MSQI)
- Sports & Arts in School Foundation – Afterschool program
- Partnership with ENACT – A theatre program that address problem solving and decision making with adolescents

Strengths & Accomplishments

- The Forward School has successfully implemented a Positive Behavioral Interventions and Supports (PBIS) structure that educates and rewards students who display positive behaviors daily.
- Staff at the Forward School is working diligently to develop questions and implement protocols so that students can engage in rigorous and meaningful discourse in their classrooms while also developing social skills for college and career readiness.

Challenges

- The Forward School currently has proficiency rates of 9% and 6% in ELA and Math respectively.
- 90% of special needs students are performing at level 1 in both ELA and Math with no students in self-contained and ICT settings performing at proficient levels.
- The Forward School currently maintains the status of Persistently Dangerous.

Area of Focus for 2014-2015

The Forward School has selected the following areas as priorities for the 2014-2015 school year:

- **Instructional Focus:** "Through the use of data and effective planning practices, teachers will develop questions and student discussion opportunities that check and deepen student learning to establish a shift from a teacher-centered to a more student centered culture for learning."
- **Teacher Development:** Teacher professional learning opportunities focus on developing skills and strategies for engaging students in rigorous discussions as well as developing lessons that provide access for all learners.

- **Positive School Climate:** Through the implementation of an effective positive behaviors incentives system (PBIS), clear expectations for positive behaviors, the use of a ladder of referral, and the use of strategic and targeted counseling, we will create a positive school climate that allows students to feel safe in school so that they are able to focus on learning. The Sports and Arts in Schools Foundation will provide students with a safe learning environment after school and on Saturdays so that students receive additional academic support on areas of needs while also being exposed and participating in a variety of extracurricular activities and clubs.
- **Social Emotional Development:** Through our partnership with ENACT the Forward School will implement structures for teaching and developing positive decision-making skills with students, as well as support teacher growth developing positive relationships with students in a way that promotes positive learning experiences, and strategies for working with challenging students.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on the 2013 – 2014 Quality Review, in the area of developing pedagogy across classrooms to align with demanding curricula resulting in increased access, discussion and engagement for all students (QR indicator 1.2) – *“In a few classrooms, students are provided with multiple entry points and engage in rigorous thinking...However, in many lessons classroom practice is inconsistently aligned to instructional expectations...lessons lacking checks for understanding, correct pacing, and scaffolds to access tasks hinder student thinking and participation resulting in limited active engagement in rigorous tasks.”*

Based on the 2014 NYS Common Core ELA Assessment for all grades (6, 7, 8) 9% of students performed at proficiency levels 3 and/or 4 which is a 1% increase from 2013. 9.1% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 46.7% of English Language Learners performed at the 75th percentile or higher which is an increase from 28.6% the year before.

Based on the 2014 NYS Common Core Mathematics Assessments for all grades (6, 7, 8) 6% of students performed at proficiency levels of 3 and/or 4 which is a 3% decrease from 2013. 8.3% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 25% of English Language Learners performed at the 75th percentile or higher which is decrease from 42.9% the year before.

Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to refine and use strategies that engage students in rigorous thinking and discussion as well as provide students with scaffolds and multiple entry points as to provide access for all learners. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2015, all teachers will utilize periodic assessment and formative assessment data to identify areas of strength and weakness and implement instructional strategies to reteach content and improve student performance. This will result in a 5% increase in proficiency rates in ELA and Mathematics as measures by the NYS ELA and Mathematics Assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Instructional Actions/Strategies/Activities</p> <ul style="list-style-type: none"> Administer CCLS aligned baseline and benchmark assessments every 6-8 weeks to monitor student progress Analyze periodic assessment to identify areas of strength and weakness. Develop a reteach model and implement instructional strategies to reteach skills/standards based on data Utilize formative assessment practices to check for student understanding daily and make adjustments to planning as necessary. Incorporate at least one discussion protocol aligned with rigorous questions. Include scaffolds and a variety of entry points in daily lesson plans Utilize Study Island as an intervention resource 	All teachers	September 2014 – June 2015	Administration Staff Developer Teacher Leads, NYCDOE Teacher Development Coach, Network Coach
<p>Professional Learning</p> <ul style="list-style-type: none"> Teachers will engage in professional learning geared towards analyzing periodic assessment data and developing plans and opportunities for re-teaching. Teachers will engage in professional learning communities, and utilize the text, <u>Activators</u> by Donna Mehle and Nicole Frazier in order to implement effective protocols for engaging students in rigorous discussion Teachers will engage in professional learning opportunities that will provide teachers with guidance as to how to develop rigorous questions to engage students in high levels of thinking and learning Teachers will engage in professional learning opportunities that will allow them to engage different learners in their class through scaffolding and entry point strategies and techniques. ICT teams will engage in development around how to effectively co-teach in an ICT classroom 	All Teachers ICT Teacher Teams	September 2014 – June 2015	Administration Staff Developer Teacher Leads, NYCDOE Teacher Development Coach, Network Coach
<p>Observation Cycles & Progress Monitoring</p> <ul style="list-style-type: none"> Administrators will utilize carefully designed observation cycles to provide teachers with consistent and specific feedback. Monthly cabinet meetings to monitor observation feedback and improvement in teacher practice. 	All Teachers	October 2014 – June 2015	Administration
<p>Parent Involvement</p> <ul style="list-style-type: none"> Parents will engage in workshops through ENACT specifically designed to provide them with the tools to support middle school learners at home. 	Parents	December 2014 – June 2015	Parent Coordinator

Part 4 – Resources Needed

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

- Use of teacher teams, staff developers and consultants, content area leaders, administration, and network coaches to model the implementation of effective instructional strategies, development of assessments and monitoring student progress using a variety of data sources.
- The Danielson Framework for Teaching and *Advance*
- Text: *Activators*, by Donna Mehle and Nicole Frazier
- Study Island – ELA and Mathematics
- Literacy and Math Matters, Consultants
- Use of NYSED resources such as Engage NY, NYCDOE Core curriculum (CMP3 and Code X)
- Use of OTPS for student consumables and professional texts
- Creative programming to allow for collaborative planning time twice weekly.
- Coverage of staff to attend professional development opportunities and inter-visitation of other schools with effective practices.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
By February 2015, there will be a 3% increase in the number of students scoring at level 3 and 4 as measured by the February ELA and Math CCLS aligned spring benchmark.				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on the 2013 – 2014 NYC School Survey,

- 30% of parents strongly agree, and 53% of parents agree that their child is safe at school. 36% of parents strongly agree and 50% of parents agree that there is someone at the school that their child trusts and can go to if they have a problem.
- 19% of students strongly agree, 41% of students agree, 25% of students disagree, and 15% of students strongly disagree that they feel safe in the hallways, bathrooms and cafeteria
- 51% of students strongly agree, 36% of students agree, 8% of students disagree, and 6% of students strongly disagree that there is an adult whom they can trust and go to with a problem.

Based on the 2013 – 2014 Quality Review, Cultivate a school environment that encourages positive personal behaviors and respect for instructional time resulting in the social and academic growth of students. (1.4), *“Poorly communicated supports limit effective outreach to build a culture that promotes a sufficient respect for academic time...When interviewing students there was even-sided disagreement about whether or not most teachers push them to do their best...The lack of a coherent plan linking discipline supports to academic success has resulted in an inconsistency in expectations for personal responsibility leading to behavioral problems, particularly in classrooms, as expressed by the principal, teachers, students and parents alike.”*

Informed by Capacity Framework Element – Supportive Environment, current data, the School Environment Survey and our most recent QR, there is a need to develop and implement a positive behaviors incentive system along with a structure for discipline in order to create an environment where students feel safe and supported by all stakeholders. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2015, staff, students and parents will utilize our PBIS system (POWER) and adhere to a system for employing discipline to effectively decrease the number of level 4 and 5 incidents monthly by 10% from September to June as measured by the Online Occurrence Reporting System (OORS).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, 			

<p>SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Instructional Actions/Strategies/Activities</p> <ul style="list-style-type: none"> The implementation of a ladder of referral for discipline The implementation of the POWER system (PBIS) Use of part-time dean to manage all disciplinary situations Teachers will utilize collaborative problems solving strategies learned from the text, <i>Lost at School</i> by Ross Greene Bi-weekly meetings of an extended cabinet whose primary focus is to develop interventions for students displaying tier II and III behaviors Daily conduct sheets for student with 3 or more referrals Check-in and Check-out for students on daily conduct sheets Select students will participate in ENACT which is designed to support students in developing the skills necessary to make positive decisions. Sport and Arts in Schools Foundation After-school program Forward School Basketball Team 	<p>All Teachers</p> <p>Select staff members (PLC) Guidance, Dean, Staff Developer, Administration</p> <p>Select 6th and 7th grade students</p>	<p>September 2014 – June 2015</p> <p>November 2014 – April 2015</p>	<p>Dean, Assistant Principal</p> <p>Guidance Counselor, SAPIS Counselor</p>
<p>Professional Learning Opportunities</p> <ul style="list-style-type: none"> Professional learning opportunities dedicated to providing support for teachers for working with challenging students Professional learning opportunities that will provide strategies for engaging challenging students in learning Professional Learning opportunities designed to inform and support teachers in learning about how to manage the different types of students in their classes. Professional learning designed specifically for new teachers in order to support their specific needs as pedagogues. ENACT teacher professional learning opportunities 	<p>All Teachers</p> <p>New Teachers</p> <p>All Teachers</p>	<p>September 2014 – June 2015</p> <p>January 2015 – June 2015</p>	<p>Administration, Staff Developer, Teacher Leads, NYCDOE Teacher Development Coach, Network Coach</p>
<p>Parent Involvement</p> <ul style="list-style-type: none"> Consistent communication of all celebrations and events Immediate contact of parents for all parties involved in incidents Teachers make weekly contact with parents as needed for both academic and behavioral concerns. Pairing PA Meetings and workshops with student performances and celebrations The use of tools such as Jupiter Grades and School Messenger to ensure consistent communication between the school and home. Parents will engage in workshops through ENACT specifically designed to provide them with the tools to support middle school learners at home 	<p>All Parents</p>	<p>September 2014 – June 2015</p>	<p>Parent Coordinator, Guidance Counselor</p>

Part 4 – Resources Needed

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

- Use of teacher teams, staff developers and consultants, content area leaders, administration, and network coaches to model the implementation of effective instructional strategies for managing student behavior and effectively implementing the PBIS structure.
- The Danielson Framework for Teaching and *Advance*
- Text: Lost at School, by Ross Greene
- Literacy and Math Matters, Consultants
- Use of NYSED resources such as Engage NY
- Use of OTPS for professional texts and consultants
- Creative programming to allow for collaborative planning time twice weekly.
- Coverage of staff to attend professional development opportunities and inter-visitation of other schools with effective practices.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 2015, there will be a 5% decrease in monthly OORS reports of level 4 and 5 incidents as measured by the monthly occurrence report on OORS.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the 2013-2014 Quality Review, the school’s faculty engages in collaborative teacher team practices resulting in increased strategic planning to improve student outcomes. (4.2), *“Teacher teams have consistent protocols that document professional collaboration by department. This includes: team feedback reflection sheets, department goal development such as citing and using multiple sources in social studies planning for the May Social Studies Fair, and data reviews. Analysis of student work based on data outcomes from school-wide assessment tools (e.g. Rally and State assessment tasks) is used to identify next steps for student progress and instruction with an on-going shared focus on improved student progress...These processes for teacher collaboration have led to continuous collaborative concentration on student achievement resulting in clear and coherent expectations for improved teacher practice and progress towards achieving learning goals for groups of students.”*

According to the 2013-2014 NYC School Survey,

- 43% of teachers strongly agree that school leaders provide time for teachers to plan together
- 50% of teachers strongly agree that teachers work together on teams to improve instructional practice.

Informed by Capacity Framework Element – Collaborative Teachers, current data, the School Environment Survey and our most recent Quality Review, there is a need to continue developing systems and structures for teachers that will allow them to effectively collaborate as well as supports for how to do so. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2015, 100% of the teaching staff will engage in collaborative planning and learning that positively impacts student outcomes. As a result there will be a 2% gain in student outcomes for all students with a 90% attendance record on the NYS ELA and Mathematics Assessments, as evidenced by NYS Assessment data.

Part 3 – Action Plan

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

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to increase parent involvement and engagement
- Activities that address the Capacity Framework element of

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

Trust			
Instructional Actions/Strategies/Activities <ul style="list-style-type: none"> Common Planning periods are programmed into teacher programs to allow for planning time. Teachers will utilize a template that will track the work completed during Common Planning sessions which will be sent regularly to the supervising administrator Administration will attend Common Planning sessions on a needs basis to model protocols for conducting meetings Teachers will participate in the menu of activities during Common Planning time: <ol style="list-style-type: none"> Curriculum Mapping/Lesson Planning Analysis of student work Development of performance tasks/rubrics Sharing and analysis of data from periodic interim assessments Study Island online intervention program 	Core Content Area Teachers	September 2014 – June 2015	Administration, Staff Developer, Teacher Leads, NYCDOE Teacher Development Coach, Network Coach
Professional Learning *Protocols for facilitating team meetings will be shared and modeled for staff *Professional Learning opportunities in the following areas will be shared with staff <ul style="list-style-type: none"> Effective planning practices Analyzing student work Developing performance tasks/rubrics Protocols for facilitating collaborative meetings 	All Teachers	September 2014 – June 2015	Administration, Staff Developer, Teacher Leads, NYCDOE Teacher Development Coach, Network Coach
Parent Involvement <ul style="list-style-type: none"> Teachers will collaborate in grade teams to communicate with parents with regard to expectations for the grade and student progress throughout the year. Teachers will collaborate to identify students in need of further interventions and communicate these needs to parents regularly. 	All Parents	September 2014 – June 2015	Administration

Part 4 – Resources Needed

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

- Use of teacher teams, staff developers and consultants, content area leaders, administration, and network coaches engage in the work that is to be conducted in team meetings
- Literacy and Math Matters, Consultants
- Use of per-session for additional collaborative planning opportunities
- Use of OTPS for professional texts; *The Power of Protocols* – McDonald, Mohr, Dichter, and McDonald
- Creative programming to allow for collaborative planning time twice weekly.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 2015, there will be a 1% gain for all students with a 90% attendance record as measured by the February ELA and Math CCLS aligned spring benchmark.

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

- | | | | | | |
|--|--|-----|--|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the 2013 – 2014 Quality Review, The school has a formalized system for capturing support and progress data to regularly monitor and evaluate processes with greater efficiency to identify trends in order to enhance the impact of school-wide efforts. (5.1), *“The school leader has expectations and implemented measures for improving classroom instruction, professional development, curriculum, and behavior. However, checks to monitor the quality and impact of these efforts are not established. .. Additionally, the school has a yearlong plan for professional development. However, the impact on teacher practice is not yet procedurally determined. The lack of tracking success to evaluate school-wide initiatives limits the ability to hold the school community accountable for making timely and necessary adjustments, thus limiting the impact of efforts.”*

Based on the 2014 NYS Common Core ELA Assessment for all grades (6, 7, 8) 9% of students performed at proficiency levels 3 and/or 4 which is a 1% increase from 2013. 9.1% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 46.7% of English Language Learners performed at the 75th percentile or higher which is an increase from 28.6% the year before.

Based on the 2014 NYS Common Core Mathematics Assessments for all grades (6, 7, 8) 6% of students performed at proficiency levels of 3 and/or 4 which is a 3% decrease from 2013. 8.3% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 25% of English Language Learners performed at the 75th percentile or higher which is decrease from 42.9% the year before.

Informed by Capacity Framework Element – Effective School Leadership, NYS assessment data, and our most recent QR there is a need to refine the practices of administration in utilizing a variety of data sources to track the impact of school wide efforts. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2015, school leaders will develop practices for monitoring the success of school wide systems and structures for improving instructional strategies and student outcomes. As result of these practices there will be a 5% increase in proficiency in ELA and Mathematics as evidenced by the 2015 NYS state exams results.

Part 3 – Action Plan

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

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Actions and Strategies <ul style="list-style-type: none"> Bi-weekly extended cabinet meetings to review OORS data and assess the effectiveness of PBIS and discipline structures Monitoring teacher effectiveness from level to level through the use of the Advance Dashboard in administrative cabinet meetings Monitoring student outcome data from periodic assessments in administrative cabinet meetings and professional learning communities Developing next steps and refining practices based on results from data sources 	Dean, Guidance, Administration Staff Developer Administrative Cabinet	September 2014 – June 2015	Administration
Practices for Communicating Expectations <ul style="list-style-type: none"> Weekly memo to communicate current and upcoming events within the school community as well as sharing best practices rooted in research and as observed by staff members Daily Announcements Board to communicate daily reminders and changes to the program The development of a professional development plan aligned with the instructional focus and developmental needs of the staff as well as staff interest Frequent classroom observation and specific feedback to be provided in manner that provides teachers with the opportunity to be reflective and take part in the next steps process 	All Staff	September 2014 – June 2015	Administration, PL Committee
Parent Involvement: <ul style="list-style-type: none"> Frequent communication of expectations, policies and procedures for students between administration and parents 	All Parents	September 2014 – June 2015	Administration, Parent Coordinator

Part 4 – Resources Needed

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

Use of administration for cabinet meetings and dean, guidance, staff developer for extended cabinet meetings. Use of parent coordinator for communication with parents

OTPS:

- General Supplies
- Jupiter Grades
- School Messenger
- Professional Texts

Per-session for additional extended cabinet meetings

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By February 2015, there will be a 3% increase in the number of students scoring at level 3 and 4 as measured by the February ELA and Math CCLS aligned spring benchmark assessments.

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

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the 2013-2104 NYC School Survey:

- 60% of parents agree that the school “makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.”
- 43% of parents agree that the school “keeps me informed about my child’s academic progress.”

Informed by Capacity Framework Element – Strong Family and Community Ties, and the NYC School Survey the school will refine and continue to develop practices for providing a welcoming environment for families. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2015, the Forward School will implement practices and strategies for creating a welcoming and supportive environment for parents. As a result there will be a 10% increase in parent participation on the NYC School Learning Environment Survey. This will be evidenced by the NYC School Learning Environment Survey and attendance logs at school events.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Actions/Strategies: <ul style="list-style-type: none"> • Student performances and celebrations • Pairing PA Meetings with student events and performances • ENACT Parent workshops • ENACT parent workshops iPad raffle • Utilizing Parent Outreach time (Tuesday Afternoons) to 	All Parents Parents of Tier 2 and 3 students)	September 2014 – June 2015	Parent Coordinator

communicate and meet with parents			
Methods for Communicating with Parents: <ul style="list-style-type: none"> • Backpack Letters • School Messenger • Jupiter Grades • PA Meetings and student events and performances • Parent-Teacher Conferences 	All Parents	September 2014 – June 2015	Parent Coordinator, School Aides

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teacher time in grade teams, OTPS for general supplies, software, etc.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
By February 2015, the Forward School will increase parent involvement in events and celebrations by 3%. As evidenced by attendance logs at school events.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Summative, periodic, and formative assessments; MOSL	Blended online learning, homework help	Small Group, Tutoring, Special Programs, Clubs	Afterschool and Saturday program
Mathematics	Summative, periodic, and formative assessments, MOSL	Blended online learning, homework help	Small Group, Tutoring, Special Programs, Clubs	Afterschool and Saturday program
Science	Periodic, and formative Assessments, MOSL	Blended online learning, homework help	Small Group, Tutoring, Special Programs, Clubs	Afterschool and Saturday program
Social Studies	Summative, periodic, and formative assessments, MOSL	Blended online learning, homework help	Small Group, Tutoring, Special Programs, Clubs	Afterschool and Saturday program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As needed, specific referrals and requests, and identified by specific data sources	Individual and small group Counseling	1:1, 1:5, and 1:10	Every day during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Hiring Committee
- Interviewed Questions to that reflect an understanding of teacher best practices (DF, CCLS, meeting the needs of all students, belief in how students learn best, assessment practices, etc.)
- Mentoring to support new teachers, New Teacher Induction Committee
- Buddy teachers, Co-teachers, Lead teachers, Department Heads
- Inter-visitations
- Professional development, teacher teams, department meetings
- Tenure preparation sessions
- External PD opportunities
- Accelerated courses and programs
- Support in teacher to administration certification

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Common planning time: Unit Plans – Performance Tasks and Rubrics
- Partners for CCLS coaching, support, and training
- Network PD for CCLS-aligned instruction
- Alignment to DF and best practices and strategies
- Modifications for SPED/ELLs and use of Paraprofessionals to support students
- Specific school and/or instructional Goals and/or Objectives related to CCLS and skills
- Ongoing monitoring and support to provide teacher and paraprofessionals feedback on their practice and alignment to the CCLS
- Lesson and unit planning that encourages CCLS best practices and strategies, monitoring the progress, and review of student work to revise the process as needed

- Ongoing revision of curriculum for alignment to CCLS and student achievement
- Continuous review of student work related to CCLS to modify practice and meet needs of all students
- Teacher feedback on PD and its effectiveness in the classroom – to revisit needed areas or revisions

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Assessment Committee that votes and/or offers input to the section or process of assessments
- Teacher teams review the effectiveness of school-wide and or common assessments
- Surveys are conducted on teacher knowledge, comfort, and abilities with specific strategies so appropriate can be provided and inter-visitations can be effectively set-up to encourage specific assessment practices
- Different assessment strategies are compared so as to determine the most effective strategies and how they be best modified and/or adapted for school-wide use
- Teachers and teacher teams help design rubrics that effectively assess students and modify and revise based on feedback
- PD includes a reflection piece so that all voices are heard in terms of the assessment practices and the need for PD.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$190,116	X	9, 15
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$1,662,343	X	9, 12, 15, 18, 21

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Forward 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[The Forward 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 the school community;

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

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

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

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

- 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;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 11	Borough Bronx	School Number 287
School Name FORWARD School of Creative Writing		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	258	Total number of ELLs	12	ELLs as share of total student population (%)	4.65%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	7
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	2	1	0	5	0	4	5	0	2	12

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	2	1	0	5	0	4	5	0	2	12
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		2						2

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.
In order to provide early literacy skills for the ELL's our school use the WRAP assessment. By using The Writing and Reading Assessment Profile (WRAP) screening tool, our school gathers information about ELL students' early literacy skills. The current WRAP data in our school provides that three of eleven students are at least two grade levels below in reading. The rest of the students are either

approaching or one to two grade levels below. Teachers in our school use the assessment results to plan instruction, form initial groups for small group instruction, and identify struggling students early and intervene accordingly. The WRAP will be re-administered to students reading below grade level at mid-year and end-of-year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
By looking at the data patterns on the LAB-R and NYSESLAT we can conclude that our ESL students are struggling and do worse in Reading/Writing portion of the exam and need more help in those modalities. Based on the 2013 NYSESLAT scores, four out of 12 students have been placed in the advanced level, while five are intermediates and three are in the beginning level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The patterns across NYSESLAT modalities--reading/writing and listening/speaking have an impact on our schools' instructional decisions. The data helps the ESL and content teachers plan according to the students' needs. The ESL teacher meets periodically with the content area teachers to identify the problem areas, access the ELLs data and analyze for language growth, demographics and/or targeted areas. The data then is used and analyzed to identify goals for continuous program improvement.
The ESL teacher along with other content teachers create reports, graphs or data files; conduct data queries and analyses; disaggregate data by subgroup; drill down from summaries to individual students; print reports in PDF format or export to other software programs; track students' performance from year to year; and analyze performance on ACCESS for ELLs. 2013 NYSESLAT results show that 10 out of our 14 ESL students make the AMAO yearly progress. However, the modality report(RNMR) was not available for the year 2013. That report could have given us a better insight on how our students are performing on all the modalities (reading/writing and listening/speaking) and therefore help us better make instructional decisions.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Although we provide support for the native language providing the students with textbooks in their native language(mainly Spanish), we do not test the kids in their native language as the program in our school is ESL free standing. Although the Spanish Lab is given at the beginning the first ten days of admission, we do not use that information for proficiency level purposes.
 - b.The Periodic Assessments provide schools with up-to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every child.
Periodic Assessments predict students' performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.
 - c. Periodic Assessments measure student learning within a grade and from grade-to-grade to help schools keep students on track for success in high school and beyond. Last year our students did not take a Periodic Assessment and therefore, we were not able to use the results for data purposes. We do not utilize native language when assessing the students the ELL Periodic Assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to consider the student's second language development in instructional decisions our teachers group students according to their first language is feasible. If not possible then the teacher try to use second Language approaches, and providing as many supports as possible in L1.
Furthermore, teachers try to print materials and use other resources that are available in the L1 of students. The materials are linguistically and culturally appropriate (although the research to show literacy achievement gains with such materials is limited.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In order to evaluate the success of our ESL program in our school looks at the RLAT report on ATS to see if the students have meet the AYP.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
During the summer, when a parent brings a child to register, the student is administered the Home Language Survey by the Principal. However, at the beginning of each academic year, when a parent registers a child, the student is administered the Home Language survey by Ms. Kozi . HLIS is an informal assessment which includes an oral interview in English and the Native language where possible. When an ELL student registers at our school, we use a pedagogue(who speak the language) to translate. If this is not possible, the Pupil Accounting Secretary calls over phone interpretation service to ensure a smooth process.
The LAP team monitors retrieval of all forms. Our supervisory school-aid who is also the pupil accounting staffer, with the attendance teacher, collaboratively target all students whose home languages are identified as other than English. If the parents fills out the Home Language Survey stating that they speak a language other than English at home and the student is new to the public school system-either coming from a country who speaks a language other than English or from a private institution, Ms. Kozi-our certified ESL teacher interviews the student to see if s/he is fluent in English. From the conversation it is decided whether the students needs to be administered the LAB-R or not. if it decided that the LAB-R needs to be administered the exam is administered in within 1-10 days from the child's date of registration. If the student's home language is Spanish then Spanish LAB is also administered, to determine the student's level of proficiency in their own language(Spanish). After the LAB-R is administered the ESL teacher hand scores it to determine the level of proficiency and start servicing the student as soon as possible. The new students are placed in the ESL free standing program that our school offers within ten days of enrollement.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Entitlement letters are sent home to parents of the students who did not score at the proficient level on the LAB-R. The entitlement letters will inform the parents of the Parent Orientation Meeting. The parent orientation meeting is done withing ten days of the student's enrollment. At the parent orientation meeting the parents are shown the NYCDOE Parent Orientation Video in their home language. During the meeting the parents are also given the Parent Survey and the Program Selection Form. The parents are oriented on the Transitional Bilingual Program, Dual Language Program and ESL freestanding Program, of which our school has the later. The parents are informed that should they decide to choose a Transitional Bilingual Program or a Dual Language Program, they will be informed as soon as there will be 15 studens in two consecutive grades whose parents choose any of the programs mentioned above. Our parents however, have always opted to place their children in our ESL classes. The last three academic years two of two newcomers have chosen the ESL frestanding program as their program choice for their children. Our school offers a free standing ESL program and we have one ESL certified teacher.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Child placement letters to inform parents, are sent home in the appropriate home language and monitored for speedy retrieval. Home phone calls, follow up letters and, eventually, home visits are made if necessary. In the case of new students transferred from outer districts and from other states whose records are not complete, screening is done by the team with the cooperative observation of the E.S.L teacher to determine if the child indicates the need for the administration of the LAB-R. Home phone calls letters, home visits and outreach to other districts are made on behalf of those students in order to ascertain all crucial testing, academic and placement histories. Parent choice is based on 3 programs available in NYC: TBE, DL, & ESL, not only the programs currently in place at the school; updating the ELPC screen in ATS within 20 days not described; The default program is TBE.

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

Our students who are identified as ELL's after taking the LAB-R, are placed in a free-standing ESL program (which our school offers.) Parents of students identified ELLs are notified by letter of their child's identification and placement in a free-standing ESL program, which is the program that our school offers until the parent returns the Program Choice. The parents are also informed that our school consists of a small number of ESL population in each grade and we the program offered at the moment is free-standing ESL. However, should in the future there will be 15 or more students in each grade for two consecutive years, and if parents' surveys indicate that another program other than free-standing is in demand our school we will open such program.

In the event of unforeseen placement delays, our school temporarily places the newly enrolled student in the program that is most appropriate, based on the available information. Parents will also be notified that they have the option to transfer their child into a transitional bilingual or bilingual education program if such a program is offered in another building in the same school district. Parents are informed in writing and all the communication is conducted in the parents home language through the translation of documents or the help of an interpreter during in person consultations.

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

The student continues ESL services and takes the NYSELAT each spring until he or she scores proficient. When administering the NYSELAT our ESL certified teacher Ms. Kozi decides whether to administer the NYSELAT Listening, Reading, and Writing Subtests. Ms. Kozi administers the speaking subtest to students individually in her classroom, separated from all other students. The desks and shelves are clear of all books, papers and other materials. The charts and board works are either completely covered or removed. The testing room is adequately lit and ventilated and it is free from noise and other distractions. For the writing, listening and reading part of the test, the students are grouped by grade level. All sixth graders take the test together and seventh and eighth graders are grouped together. We try to give the our ESL students adequate time to complete the four modalities (listening/speaking, reading/writing). Whenever students are working productively, additional time to complete the test is provided to them. When students are talking more than one modality a day, a ten minutes break between subtests is always provided. The ESL students with an IEP are accommodated according to their IEP needs.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. Instruction for our ELL population is delivered through a combined, push-in pull-out model in a freestanding ESL program. The groups of students are heterogeneous with mixed proficiency levels. Intermediate and Beginner students are pulled out/pushed in one group of no more than five students and advanced students are pulled out/pushed in another group of six. Six graders are pulled out together on Mondays as a cohort for two 90 minute periods and pushed in Fridays for two other periods (one ELA and one Math.) The other beginner and intermediate students are pulled out for 90 minute blocks on Mondays and Wednesdays. The other students are pushed in at least one period a week in Math and ELA. Besides receiving mandated services through push in the advanced students are also pulled out for two periods a week in Mondays and Thursdays.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The primary focus of instruction is the development of content area strength and language development in the four modalities, and to develop higher order thinking skills, as the students listen, speak, read and write. The teachers in the program implement Teacher's College modified version workshop model, choosing the components and methods most appropriate to the needs of the current group of students, and the implementation of best practices through accessing prior knowledge, guided questions, graphic organizers, read alouds/think alouds, use of visuals, storytelling, dialogues. Furthermore, emphasis is put on vocabulary instruction which includes a diversity of methods intended to investigate the relationship among words, word origin, word structure and meaning. All the ESL students who scored beginner and intermediate in the last year's NYSESLAT receive 360 minutes of ESL in our free standing program while the advanced receive 180 minutes of service per week, in a pull out-push in ESL free standing program.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ESL students receive the content area information during their designated content area classes with the other students. Instructions are provided in English with the ESL teacher pushing in whenever possible to help the students. Most of our newcomers speak Spanish and our ESL teacher who speaks the language helps the students. Furthermore, the ESL teacher plans with the E.L.A team

and gives extra support to students to ensure that they build language, while paralleling instruction. The primary focus of instruction is the development of content area strength and language development in the four modalities, and to develop higher order thinking skills, as the students listen, speak, read and write. Some of the instructional approaches and methods used to make content comprehensible and foster language development that the ESL teacher as well as content area teachers use are: Activating prior knowledge, scaffolding reading and complex text, extending understanding through developing vocabulary, as well as use of visuals, graphic organizers, manipulatives etc. comparing native oral and written language to English, differentiating instructional activities according to language proficiency, incorporating language development and skills instruction, providing opportunities to practice high frequency words, modifying guided reading practices by pre-teaching key vocabulary, investigating students' prior language and literacy experiences, and using that information to plan for and

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

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

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

To ensure that ESL students are appropriately evaluated in all four modalities of English acquisition throughout the year the ESL teacher in collaboration with content area teacher uses Formal as well as informal assessments. For formal assessment we use rubrics, quizzes and WRAP assessment. As informal assessment Accountable Talk and Teacher-Student conferences as well as peer and self-assessment are conducted. Furthermore, at the beginning of the school year the ESL periodic assessment is administered which evaluates student's progress in three modalities of English--Reading/Writing and Listening. Another assessment is prepared by the ESL teacher and administered in the middle of the year which assesses the students in the all four modalities and at the end of the year the NYSESLAT is also administered to evaluate learning that has taken place.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

For students who have been receiving services 3-6 years, we use Formal as well as Informal assessment. For formal assessment we use rubrics, quizzes and WRAP assessment. As informal assessment Accountable Talk and Teacher-Student conferences as well as peer and self-assessment are conducted.

For long term ELL's who have completed six years of ESL services and those who have reached an advanced level on the NYSESLAT exam, teachers use instructional strategies that enable them to master skills necessary to function academically. These students engage in peer and self-assessments as well.

ELL's who are identified as having special needs such as speech, resource, counseling or full time special education are serviced as per an individualized educational plan, upon completion of an evaluation by the School Based Support Team. To ensure that Special Education whose IEP mandates ESL services the ESL teacher has to report the ESL services on the SESIS system. The ESL teacher reports the mandated minutes (depending on the student's proficiency level) and the language/content goals that the child has achieved during the session. Furthermore, the administration holds periodic meeting with the ESL and special education teachers to assure that the appropriate instructional strategies. The ESL and special Education teacher discuss if the materials select for the instruction meet the special needs of children. Interactive learning where students see, hear, touch the materials in order to maximize learning, are emphasized. The teachers and the administration work together to select instructional materials that have all students in mind. The teachers ensure that visuals are used and they are appropriate for all. Furthermore, teachers discuss ways and materials used to demonstrate and simulate the learning concepts. students use games, technology and other hands on materials to understand the learning concept better. Moreover, overheads and projectors are used to help the students visually as well. Students are also peer-ed with other students to interact and ensure learning. To ensure that flexible programming is used to maximize time spent with non-disabled peers, students are pulled out during ESL where they

learn in a non-restrictive environment. ESL special Education students and mainstream ESL students are grouped together and learned together. The ESL teacher pairs up the students according to their proficiency level and the students have a chance to work with different groups of students every time.

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

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

ELL's who are identified as having special needs such as speech, resource, counseling or full time special education are serviced as per an individualized educational plan, upon completion of an evaluation by the School Based Support Team. To ensure that Special Education whose IEP mandates ESL services the ESL teacher has to report the ESL services on the SESIS system. The ESL teacher reports the mandated minutes(depending on the student's proficiency level) and the language/content goals that the child has achived during the session. Furthermore, the administration holds periodic meeting with the ESL and special education teachers to assure that the appropriate instructional strategies. The ESL and special Education teacher discuss if the materials select for the instruction meet the special needs of children. Interactive learning where students see, hear, touch the materials in order to maximize learning, are emphasized. The teachers and the administration work together to select instructional materials that have all students in mind. the teachers ensure that visuals are used and they are appropriate for all. Furthermore, teachers discuss ways and materials used to demonstrate and simulate the learning concepts. students use games, technology and other hands on materials to understand the learning concept better. moreover, overheads and projectors are used to help the students visually as well. Students are also peered with other students to interact and ensure learning.

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

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

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

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

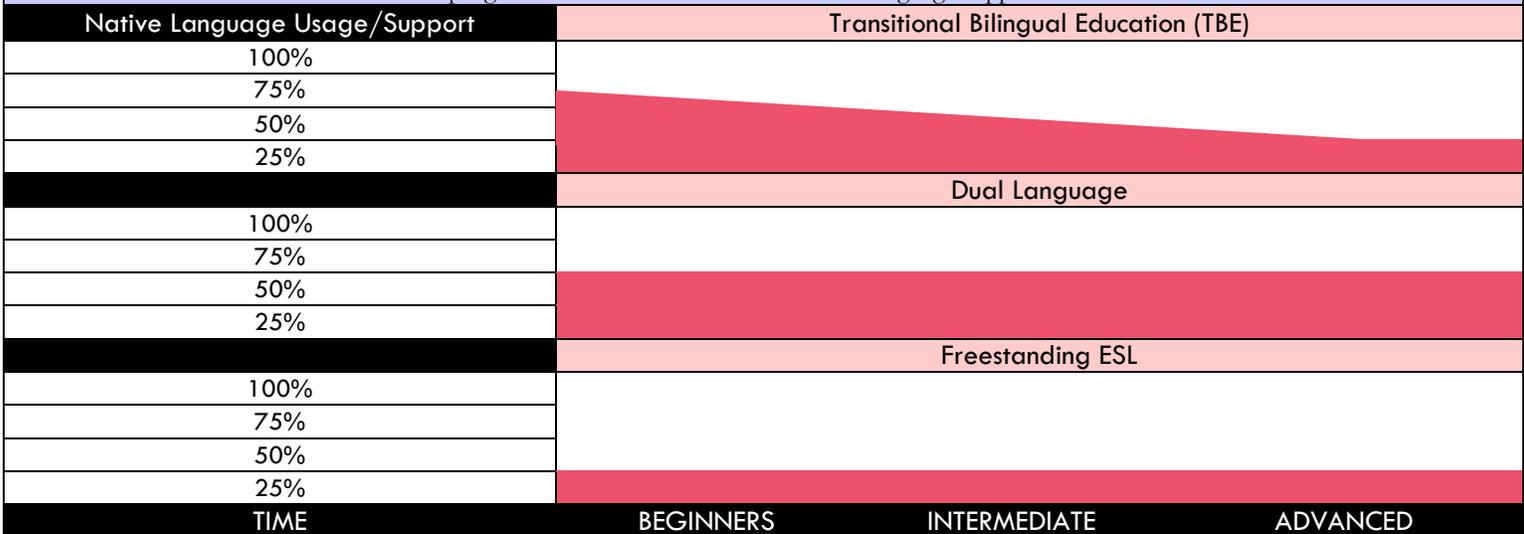
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

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

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

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

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

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

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

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

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

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

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

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

In order to appropriately address the needs of our ESL population our school utilizes technology. Teachers are supplied with laptops. Brand new smart boards are installed in every classroom. Furthermore, the ESL teacher utilizes the smart board in our

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

All teachers, including the teachers of ELL's meet weekly with the Literacy Coach, Math Coach, Lead Social Studies Teacher, and Lead Science Teacher (From September to June) to ensure effective implementation of best practices. Our ELA and Math PLTs are sensitive to the needs of our ELLs and have worked to infuse documentation of goals, strategies and progress of targeted ELL students at bi-weekly meetings. This ensures the use of data from LAB-R, NYSELAT, ELL Period Assessment, Acuity, Content Area Interim Assessments and ELA and Math scores to drive instruction. In addition, our ESL teacher and Assistant Principal attend all available professional development workshops together; upon their return, they both develop a plan to turn-key strategies and skills they have acquired. This effort fosters collaborative lesson planning, and an updated approach to understanding the on-going needs of our ELL population.

We offer monthly Lunch and Learn sessions based on our bi-weekly review of SNAP Grades (An on- line record of student grades/progress). The ESL teacher, in collaboration with coaches and Assistant Principals, present this information to teachers. Teachers then work with the team to develop strategies and methodologies that will improve learning.

Professional Development Program

- Ongoing training of staff by LSO (from September to June) to ensure effective implementation of best literacy practice
- Monthly meetings with Assistant Principal and teachers of ELL students to foster collaborative lesson planning and alignment with NYS standards, training/modeling focused on small group instructional strategies and using vocal music and drama strategies for purposes of English language development
- Development of ELL Teacher Team to document goals, strategies and progress of targeted ELL students on ARIS
- Use of the writing process in the content areas
- Use of data from LAB-R, NYSELAT, ELL Periodic Assessment and ELA scores to guide instruction
- Cognitively guided language instruction/direct modeling of strategies
- Collaborative learning communities within the classroom
- Build on prior knowledge
- Culturally responsive instruction
- Technology enriched instruction
- Quality feedback on student work
- Weekly PLTs- focused on looking at student work

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

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

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

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

of their parents. For parents who can't attend the meetings, presentation materials are sent home. Moreover, the ESL peer mentoring program-where the upper grades ELL's help the students who come from elementary school and those who are new arrivals-meets bi-weekly.

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

D. Parental Involvement

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

1. The Parent Association and Parent Coordinator work collaboratively to involve our entire parent body, which include parents of ELLs. They advocate at the School Leadership Team meetings, Curriculum Team Meetings, Graduation Committee Meetings, Articulation Committee Meetings. They offer Parent Orientations during Open-School Night. They provide information to parents at Parent-Teacher Conferences which are held in November and February. They hold Parent Association Meeting monthly and they produce a monthly calendar and newsletter. Parents are invited to student Celebration Assemblies, Field Trips, dances, and an Annual Family Day: celebrating families. Our parents volunteer in donating books for the library, donating food for the food drive as well contribute with ideas on how and where to look for outside resources. Last month the PTA organized the ARIS and Jupiter grades workshops and Special Education workshop. In the following months The Writing workshop as well as Bullying workshops are planned.

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

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

prepare our ELLS and their families understand and take steps toward college. CFES has offered mentoring, school-college partnerships, and student leadership programs, to our school to help raise academic performance educational aspirations and assure that our ELL students graduate from high school and are successful in college. Moreover, Beacon a school-based community center operates in our school, in the afternoons and evenings, on weekends, during school holidays and vacation periods, and during the summer. This program helps our ESL students with, Literacy activities, Tutoring, math and chess clubs and basketball. In order to help parents with translation services our school utilizes in house staff who speak another language. If a parent speaks another language not spoken by any staff members or if utilizing a staff member is not possible our parent coordinator utilizes the DOE translation and interpretation services to help.

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **11X287** School Name: **FORWARD School of Creative Writing**

Cluster: **6** Network: **608**

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

Part A: Needs Assessment Findings

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

The FORschool population comprises of 4.65% of English Language Learners(12 ELL students). 12 of the parents are spanish speakers. Therefore, most of the translations needed require a Spanish speaker.Forward School of Creative Writing uses information for Home Language Surveys along with a survey sent home for parents to fill out on preferred language of communication. Furthermore, in order to assess our school's written and oral interpatation we assure that after the students are administered the LAB-R and are classified as Language Learners, we invite the parents in and show them the parent orientation video while also giving them the parent choice survey. During this time we also give parents another survey created by the ESL teacher asking parents what school based and outside language acitivites are needed for them to successfully be involved in their children's education. During this time we also evaluate the language needs of the parents and work as a team to accommodate those needs. All of the Spanish speaking families need written translation and oral interpreting services In order to share the findings with the school community, the ESL teacher hold a meeting with the teachers and staff members. In this meeting findings are shared and the ESL teacher has an open discussion with other teachers about ways to help parents of Language Learners with translation services and ways to help their children succeed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

Translation services will be provided by both school staff and or outside vendor. Translated documents will be provided to parents in need of language assistant services. To assure that we provide the service in a timely fashion we will contact the DOE's Translation Unit and send them the documents to translated. Once the documents are translated we will distribute the translated documents to parents. The translating services will be provided by teachers who speak the necessary languages, volunteer parents as well as outside vendors through the help of CBO's.

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

Parents will be advised that they may choose to rely on an adult friend/companion or relative for language and interpretation services and if such not available school will provide translation services.

Copy of Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services will be given to parents in their language if available.