

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

22K014

School Name:

J.H.S. 014 SHELL BANK

Principal:

TERI AHEARN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Shell Bank School Number (DBN): 22K014
Grades Served: 6, 7, 8
School Address: 2424 Batchelder Street
Phone Number: 718-743-0220 Fax: 718-769-8632
School Contact Person: Teri Ahearn Email Address: tahearn@schools.nyc.gov
Principal: Teri Ahearn
UFT Chapter Leader: Dylan Dougherty
Parents' Association President: Linda Wade
SLT Chairperson: Janice Garoklanian
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue Brooklyn, NY 11234
Superintendent's Email Address: jbove@schools.nyc.gov
Phone Number: 718 968 6115 Fax: 718 958 6250

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson Harris
Director's Office Address: 415 89th Street Brooklyn NY 11209
Director's Email Address: Cherylwatson@schools.nyc.gov
Phone Number: 718 759-4862 Fax: 718 759 3909

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Teri Ahearn	*Principal or Designee	
Dylan Dougherty	*UFT Chapter Leader or Designee	
Linda Wade	*PA/PTA President or Designated Co-President	
Mary Santora	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anna Striar	Member/ Teacher	
Janice Garoklanian	Member/ Teacher	
Joy Tabona	Member/ Parent	
Stephanie Torres	Member/ Parent	
Debra Crowe	Member/	
Sarah Giglio	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

A challenge that we face is maintaining enrollment. Our enrollment has decreased significantly in part because of middle school choice. We have initiated a "rebranding" of the Shell Bank name. We continue to reach out to the neighborhood elementary schools and will continue to celebrate the accomplishments we have made over the past year. Another challenge is getting parents involved in their child's education. Currently we are initiating a program to invite parents in to review DRP scores, and develop SMART goals to help parents assist their children with their academics. Our focus for this year is increasing family engagement.

The area that our school has made the most growth is in ELA. We went up 5% in proficiency on the NYS ELA exam. This was achieved through the work of our staff dedicated to the success of our Instructional Focus. We also scored very well (92%) in the element of Trust. We work hard to maintain a culture of trust and respect as a foundation of learning.

22K014 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	552	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	25
Types and Number of Special Classes (2014-15)					
# Visual Arts	24	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	10	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.8%	% Attendance Rate			90.9%
% Free Lunch	82.3%	% Reduced Lunch			5.7%
% Limited English Proficient	16.5%	% Students with Disabilities			28.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			53.9%
% Hispanic or Latino	16.5%	% Asian or Native Hawaiian/Pacific Islander			10.0%
% White	18.8%	% Multi-Racial			0.7%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.05	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			7.04
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.4%	Mathematics Performance at levels 3 & 4			19.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			24.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Based on the NYS Common Core 2015 ELA for all grades (6,7,8) __16%_ of students made proficiency (Level 3+4). This data reveals an _upward _____ trend of __5%__ when compared to the NYS 2014 ELA.

Our school received a Quality Review (QR) in 2014-2015 and we received a well-developed in the QR indicator 1.1. This report stated: “ The leadership team ensures that curricula are aligned to Common Core Learning Standards and the instructional shifts, and that curricula and academic tasks are planned and refined using student work and data. Curricular coherence across grades and subjects results in a diversity of learners having access to cognitively engaging tasks and curricula that promote college and career readiness.”

Based on the MSQI DRP Dashboard Data Results reported from the Summer 2015 DRP, 39% of all 6th and 7th grade students score at or above grade level for reading comprehension. This is a growth of 16% from the fall DRP.

Based on teacher team analysis of student work teachers stated that most students:

- Are struggling with demonstrating that there are other possible positions to take in an argument-
- Have difficulty using transitions
- Cannot paraphrase
- Can cite textual evidence
- Can include counterclaims
- Can provide a comparative analysis

Informed by Capacity Framework Element-Rigorous Instruction, current data, and student work analysis there is a need to continue to support students to comprehend text and respond to open response questions, using details, and relevant information from text for support.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, based on the NYS Common Core 2016 ELA for all grades (6,7,8) _18%_____ of students will make proficiency (Level 3+4

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Reciprocal reading strategies, Close reading strategies across content areas, Gradual Release Responsibility, R.A.C.E, and small group instruction, and MyOn reading program</p>	<p>All students</p>	<p>Start- September 2015, end- June 2016</p>	<p>Administration, all content area teachers</p>
<p>Strategies for SWD’s and ELL’s and lowest third</p> <p>UDL, UBD, modifications to meet IEP goals, and lesson plan modifications to address ELL language deficits.</p> <p>Project Happen after school program for ELLs.</p> <p>SIOP model for ELLs</p>	<p>Special Education students, English Language Learners, Lowest third</p>	<p>Start September, 2015, End- June 2016</p>	<p>Administration, content area teachers with students with disabilities, ELL’s and struggling students.</p>
<p>Translated professional development for parents based on the Common Core Standards.</p> <p>Weekly time set aside to address individual needs of students with the parents</p> <p>Meet the staff night to introduce curriculum maps and pacing.</p> <p>Homework help books sent home .</p>	<p>Parents, guardians and families</p>	<p>Start September 2015, end- June 2016</p>	<p>All teachers, administration, Parent Coordinator, and Parent’s Association</p>
<p>1- Communication and support of the implementation of the strategies needed to carry out our Instructional Focus</p> <p>Sharing of best practices through intervisitation and TIF.</p>	<p>All staff and school community.</p>	<p>September 2015- June 2016</p>	<p>All staff and school community, including PIC</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
MSQI grant, Title III grant for ELL parent workshops, incorporating scheduling practices to include small group instruction (Omega period). Use of “F” status teacher to increase access for those students who are struggling in the content areas. Parent coordinator scheduling parent meetings and workshops both in school and in places throughout NYC. Common planning periods, LASW, and use of contractual time for parents.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The midpoint benchmark will be the DRP exam given in January 2016
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the Middle School Quality Snapshot,

- 90% of parents are satisfied with the education that their child has received
- 85% of teachers would recommend this school to parents.
- 70% of students feel that our school offered enough variety of programs, classes and activities to keep them interested in school.
- 64% of students feel safe in the hallways, bathrooms, and cafeteria
- 42% of students say that most students in the school treat each other with respect

Our school received a Quality Review (QR) in 2014-2015. This report stated:

“The school has established a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations.” “Effective communication is connected to college and career readiness through successful partnerships with families. Staff systematically communicates a unified set of high expectations and provides focused feedback for all learners, including high needs subgroups, to ensure that they are prepared for the next level.”

Informed by Capacity Framework Element-Supportive Environment and current data there is a need to continue to increase program types to continue to keep students interested in school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of students will feel that the school offers enough variety of programs to keep them interested in school , as measured by the Learning Environment survey in Spring 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>PBIS sustained school wide. SOAR bucks to redeem for student chosen awards.</p> <p>Phoenix, CHANGES and Leaders programs to promote</p> <ul style="list-style-type: none"> • respect, cooperation, and fostering maturity and proper choices. • Theatre program that travels to elementary schools to do productions on Bullying, respect. • Urban Advantage, UGGE <p>“CHOICE” periods built into the schedule for students- examples of new programs are: Muttigrees, Student Government, Cheerleading, Debate Team, Dynamic readers, Origami, Art, Drama, Sports Leadership, Zumba, Movie Club, Science Exploration, Drama.</p>	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Administration and all school community</p>
<p>Programs such as Phoenix, CHANGES, Project Happen, Sports Leadership, all address the specific needs of SWD’s and ELL’s. The programs are designed to target social emotional issues and are organized to close the language gap through movement and example.</p>	<p>Students with disabilities, English Language Learners</p>	<p>September 2015- June 2016</p>	<p>Teachers of Choice programs, administration and guest speakers</p>
<p>Urban advantage is a program that allows for parents to be involved in the community through free vouchers and experience the Arts and Cultural opportunities in the City of New York. ELL cultural day involves the ELL parent community with the school.</p>	<p>Parents of SWDs and ELL’s, as well as all parents</p>	<p>September 2015- September 2016</p>	<p>Administration, Parent Coordinator, Parent’s association and teachers.</p>
<p>The student voice contributes to the variety of programming and activities to keep students interested in school. Teachers are sensitive to the needs of students, and are sure to reward students for good behaviors with SOAR bucks.</p>	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Students government and teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Programming to include CHOICE programs, Leaders, Pheonix, and CHANGES. Time set aside for meetings with student government, release time for those teachers involved with the Urban Advantage program, and coverage for theatre teacher to travel to put on productions											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress monitoring will take place in February. Students will complete a survey though the blog.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Based on the 2013-14 School Survey Report,

- 98% of teachers agree or strongly agree that “teachers in my school work together on teams to improve their instructional practice.

- 88% of teachers “trust each other”

- 81% of teachers stated that “my professional development experiences this school year have provided me with content support in my subject area.”

According to the 2014-2015 Quality Review:

“While teachers have collaboratively developed common assessments and rubrics aligned with the school’s curricula, they do not always use the resulting data from student work analysis to determine student progress toward goals across grades and subjects.” “Actionable feedback that is rubric-based is provided to students across classrooms. Students use this feedback to improve their work. However, there are missed opportunities to use data analysis to adjust curricula and instruction.”

Informed by Capacity Framework Element-Collaborative Teachers and current data there is a need to provide training for teachers on best practices concerning timely use of data from formative and summative assessments to adjust curricula and instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 80% of teachers will receive effective or well developed observation ratings in Component 3d -Using Assessment in Instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Development Committee and a professional development plan. Structured professional learning time and structured common planning time to provide training for teachers on best practices concerning timely use of data from formative and summative assessments to adjust curricula and instruction.</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>PD committee and administration</p>
<p>We offer PDs given by in house experts in Special Education and English Language Learners.</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Special Education teachers and ELL teachers and Administration</p>
<p>Meet the Staff Night, teachers are normed in curriculum and assessments. Notifications to parents about meetings and changes in curriculum due to revisions.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, Parent’s Association,</p>
<p>The collaboration of administration and staff to produce a professional development plan.</p>	<p>Teachers, and administration</p>	<p>September 2015- June 2016</p>	<p>Administration and teachers.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Professional development plan, time set aside after school for meeting with all stakeholders.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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In January 2015, the administration will tabulate all teachers' scores in 3d to check on progress using Advance

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the 2014-2015 Quality Review:

“The principal ensures that the majority of teachers engage in ongoing content area professional collaborations that promote the implementation of Common Core Learning Standards and instructional shifts align practice to the school’s instructional goals, analyze assessment data. “The leadership team ensures that curricula are aligned to Common Core Learning Standards and the instructional shifts, and that curricula and academic tasks are planned and refined using student work and data.”

Based on the 2013-14 School Survey Report

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

Based on the June 2015 Advance Observation Dashboard data, 91% of teachers were rated “Effective” of “Highly Effective”

Informed by Capacity Framework Element- Effective School Leadership and current data there is a need to continue to lead change at the community level, nurture the leadership development of others, and provide guidance over time to sustain a coherent instructional program.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 95% of teachers will be rated “Effective” of “Highly Effective” using the Advance Observation Dashboard data

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Norming of the administration around Danielson Framework with the effectiveness coach. Professional development to support teachers using Danielson data. Use of intervisitations to support teacher practice and effectiveness. Providing support material and direct feedback.</p>	<p>Administration, teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, Effectiveness Coach, PIC and the Demonstration teachers, and teachers rated as highly effective</p>
<p>Professional development to support UDL and multiple entry points. Intervisitations to share best practices.</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Ambassadors, PIC, administration and teachers rated highly effective</p>
<p>Workshops to help parent understand the APPR process- translated as necessary</p>	<p>Parents and school community</p>	<p>Spring 2015</p>	<p>Parent Coordinator, Parent’s Association, SLT team.</p>
<p>Established “open door policy” for teacher intervisitation.</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Ambassadors, TIF team and teachers rated highly effective</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>TIF grant, Talent coach, District Ambassador program, programming for intervisitations</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2015, Advance observation data will reveal that 90% of teacher practice ratings will be rated at effective or highly effective.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the 2013-14 School Survey Report:

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

According to the 2014-2015 Quality Review:

“The school’s parent coordinator distributes a monthly newsletter. The school also has a website that parents, staff, and administration use to stay in contact and share information. The school provides ongoing workshops for parents including workshops for parents of English language learners and students with disabilities. The school also has parent outreach on Tuesday afternoons.”

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10 % increase in parent’s reporting that they have been invited to events in the school on the 2015- 2016 School Survey Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Use of group emails to parents, monthly school newsletter, monthly calendar and school messenger to inform parents and school community of upcoming school events, performances, trips, workshops, and programs. Weekly teacher phone calls/meetings with parents.</p>	<p>Parents and school community</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, administration, Parent’s Association and SLT team.</p>
<p>All materials to go to homes will translated appropriately. Secondary notices sent closer to events. Events included in Agenda and discussions for meetings.</p>	<p>Parents and school community</p>	<p>September, 2015- June 2016</p>	<p>Parent Coordinator, administration, Parent’s Association and SLT team.</p>
<p>Planning new activities to involve parents: Game Night, Mother/Daughter and Father/ Son Luncheon, and ELL Cultural Workshops. Use of group emails to parents, monthly school newsletter, monthly calendar and school messenger to inform parents and school community of upcoming school events, performances, trips, workshops, and programs. Weekly teacher phone calls/meetings with parents</p>	<p>Administration, Parents and school community</p>	<p>September, 2015- June 2016</p>	<p>Parent Coordinator, administration, Parent’s Association and SLT team.</p>
<p>Inviting parents to the planning stages of events to foster ownership of school community. Implementing ideas from parents to improve school/home communication.</p>	<p>Parents and school community</p>	<p>September, 2015- June 2016</p>	<p>Parent Coordinator, administration, Parent’s Association and SLT team.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Planning multiple meetings to meet the needs of working parents. Using parent funds to offer refreshments to parents for meetings and events. Offering per session for staff to assist with events and meetings.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, a parent survey will show an increase in parents stating that they are invited to school for functions

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 7: Title I Program Information

Directions:

- 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All new staff is interviewed and placed according to license, experience, and where appropriate, interest. Professional development is selected through teacher request, and through use of advance data and observation. Observations and walkthroughs are frequent, and feedback is always given in a timely manner. Assistance and support are ongoing for all staff through administration, the Talent Coach, and the TIF team.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development is offered on a weekly as well as an as needed basis. Paraprofessionals have their own professional development opportunities given by school staff, including other paraprofessionals. Teachers and paraprofessionals are given the opportunity to attend professional development offered by the Network and by other agencies to improve practice and learn new initiatives. Ambassadors turnkey important practices learned at Network meetings, and administration attends professional development to integrate new practices and improve all levels of school environment.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	453,086.00	x	Page 9, 15, 20
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0	x	Page 9, 20
Tax Levy (FSF)	Local	3,413,316.00	x	Page 9, 12, 15, 17

¹**Explanation/Background:**

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

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

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

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

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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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. **[School name]**, 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. **[School name]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

Our licensed ESL pedagogues will differentiate instruction for the English Language Learners and ensure that each lesson will focus on supporting our targeted groups. Various learning activities and instructional materials will be utilized so that students who are not making progress with their English language acquisition and Advanced ELLs are met at their level. Our ESL teachers will align the curriculum to meet the demands of the Common Core Learning Standards. Our instructors will use the Skills Sharpeners series as a resource. This four-level series is structured to target various degrees of English language proficiency and assist English Language Learners in achieving academic success in four modalities: Listening, Speaking, Reading and Writing. Lessons will integrate English and include comprehensive treatment of language structures, higher-order thinking skills, and writing skills. The Skill Sharpeners series supports English Language Learning in the content areas and skills are integrated with academic content in social studies, science, math, and history. Students interpret graphs and charts, read maps, solve math word problems, and learn library and study skills. With this program, students sharpen comprehension skills as they read about history, science, and American culture and they deepen their understanding of basic English structure. Title III funding will be used to purchase 30 updated versions of the Skills Sharpeners series. In addition, using Title III funding, we will purchase interactive programs that promotes students to engage in active communication with their peers, such as the Learning Well Reading Comprehension activities. These fun and highly motivating activities are designed to reinforce reading and language skills. Each of the activities focuses on a specific skills necessary for the comprehension of fiction and nonfiction text. Finally, Title III funding will be used to purchase The American Heritage series which contains picture dictionaries, children's dictionaries, as well as children's thesaurus to support language development.

Students will be formatively assessed using the Degrees of Reading Power (DRP) assessment. The DRP is a summative, criterion-based reading comprehension assessment that measures how well a student understands expository texts. It will be administered three times a year (October, January, and April.) During the direct instruction program, ELLs will have access to computers to enhance their learning. The direct instruction program will provide opportunities for students to work on computers to

Part B: Direct Instruction Supplemental Program Information

assist with translating text, for native language support. Computers will provide visual and auditory support for students that are unfamiliar with content. The internet site Starfall.com will also be incorporated into the direct instruction program to support beginner ELLs to target reading and phonics skills

Part C: Professional Development

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

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

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

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

September/October: Cultural Competence & What is Scaffolding?

November/December: Distinguishing Language Acquisition from Learning Disabilities

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

March/April: Text Complexity

May/June: Oral Language Unpacked

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

With Title III funding, all parents are given a meaningful opportunity to participate in their child's education program afterschool. Success for English Language Learners can be achieved by creating a culturally responsive, positive environment for parent engagement. Title III capital will be used to fund

Part D: Parental Engagement Activities

Ms. Tiflinsky and Ms. Jeffries, our ESL specialists, as they conduct two hour workshops to support parent engagement afterschool on a monthly basis as indicated below.

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

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

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

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

February: Parents of the long-term ELLs will be provided guidance on what measures should be taken at home to assist in the educational development of their child.

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

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

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

June: Celebrating our English Language Learners annual accomplishments!

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 014
School Name Shell Bank - I.S. 14		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Teri Ahearn	Assistant Principal Theresa Morgan-Turchiano
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Jennifer Serio
Teacher/Subject Area Karen Marcus	Parent Sara Giglio
Teacher/Subject Area type here	Parent Coordinator Tina Maffeo
Related-Service Provider Vicky Dreifus	Borough Field Support Center Staff Member type here
Superintendent Julia Bove	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	559	Total number of ELLs	96	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	72	ELL Students with Disabilities	19
SIFE	11	Developing ELLs (ELLs receiving service 4-6 years)	19	Long-Term (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	72	9	4	19	3	14	5	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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

**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	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	5	5					0
Chinese							2	3						0
Russian							6	10	2					0
Bengali														0
Urdu							3	4	1					0
Arabic							10	8	10					0
Haitian							3	6	7					0
French							2	1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	2	3					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							12	21	9					0
Emerging (Low Intermediate)							1	4	2					0
Transitioning (High Intermediate)							5	3	4					0
Expanding (Advanced)							11	11	14					0
Commanding (Proficient)							6	4	6					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							5	2	5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0				0
4					0
5					0
6	13				0
7	14	2			0
8	16	2			0
NYSAA			8		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	13	2	2		1				0
7	16	1	5		2	0	1		0
8	11		10						0
NYSAA					8				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

We use the results of the NYSITELL and NYSESLAT exams as our first tool to assess the early literacy skills of our ELLs. Also, we use the DRP (Degrees of Reading Power) as a measurement program that helps our ESL educators understand each student's English reading comprehension ability. These test scores are reported on a scale of text complexity that identifies how well the student is able to read at the instructional level and at the independent level. With this data from Degrees of Reading Power, our ESL teachers have the tools to differentiate instruction in the classroom. ELLs are given baseline exams and our teachers are provided item analysis reports that identify specific skills to focus on for the students. Our ESL teachers also use myON data to inform instructional plans. myON enables ESL teachers and administrators to track students' reading activity and growth at the student, class, building and district level. myON provides results to help the ESL educators and administrators make decisions based on real-time data. Through myON's partnership with MetaMetrics®, creators of the Lexile Framework for Reading, three key assessments are embedded to easily track, measure and forecast student reading growth:

- Placement exam measures initial reading ability
- Optional end-of-book quizzes assist with comprehension, inference skills, and higher-order thinking skills
- * Benchmark tests assess reading growth

Through these assessments, reports illustrate reading level, time each student spends reading, quiz results and benchmark scores. Students can track their reading growth through a trajectory report and educators can compare students to the class and district goals.

Based on the results of our various ongoing assessments, teachers determine the implications for planning and identify effective teaching strategies to assist the needs of each student. Through the use of use informal and formal assessments throughout the year, teachers make adjustments when necessary to meet the needs of each student. Embedded in our curricula program, all content area teachers administer performance tasks at the completion of each unit. All teachers meet and look at student work using the National School Reform Faculty ATLAS- Learning from Student Work Protocol. This protocol guides groups of teachers to discover what the students understand and how they are thinking. Teachers keep portfolios of student work, and they share these materials with their colleagues during Common Prep Planning Meetings and their informal conversations with other teachers.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Based on the NYSESLAT and NYSITELL data 43% of ELLs are categorized as Entering, 7% of ELLs are categorized as Emerging, 12% of ELLs are categorized as Transitioning, 38% of ELLs are categorized as Expanding. Two major groups appear from this data, those about to learn the English language and those who are on the verge of having a command the English Language. The data reveals that few English Language Learners at Shell Bank fall in between entering and Expanding. 16% of the students at Shell Bank scored at a Commanding level on the NYSESLAT.
7th Grade students host 50% of Shell Banks Entering students. An even number of 6th and 7th Grade ELLs are placed at the Expanding level, while 8th grade students have the most students who are Expanding
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The ESL department meets to review the AMAO targets and set goals. The data yielded from the AMAO tool is used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The factors that we analyze include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. In our analysis and goal setting, we pay special attention to the The Early Warning Indicator feature that calculates the number of risk factors exhibited and color-codes them accordingly. Further, we use the AMAO tool to create custom categories to dig deeper into the data.
The data reveals:
- The AMAO 2 goal of 15% was surpassed. 17 out of 85 students (20%) who took the NYSESLAT in 2014-2015 attained proficiency.
 - After reviewing the risk levels, the majority of are at risk level 5
 - 37 out of 69 students listed on the AMAO tool fall in risk levels 5 or higher but the majority of these students scored at the Expanding level.
 - 12 students who are at risk level 5 or higher are students with disabilities.
4. For each program, answer the following:
- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
- Based on the data from the 2015 NYS ELA, 91% of ELLs scored at Level 1, 9% at Level 2. None of the current ELLs scored a level 3 or 4. Based on the data from the 2015 NYS Math exam, 65% of students scored a level 1, 28% of ELLs scored level 2 and, 5% scores a level 3 and 2% scored a level 4 on the NYS Math exam. 5% of ELLs students took the test in their native language and these students scored a Level 1. There are 16 Commanding students in the building. The following data refers to Commanding students and their performance on the ELA, 3 students were exempt from the ELA, 4 scored at level 1, 8 scored at Level 2, 1 student scored at Level 3. The following data refers to Commanding students and their performance on the NYS Math exam, 1 student scored at level 1, 7 scored at level 2, 6 scored at level 3 and 2 scored at level 4.
We do not have data on the 2015 Science 8th grade exam to analyze at this time.
- b) Like all data, the school leadership team and teachers follow a protocol for looking at data in order to make informed decisions. The data from the ELL periodic assessment is provided to teachers via ARIS reports and we are awaiting guidance as to how best to retrieve ELL Periodic assessment data without ARIS. When looking at data ESL Teachers are asked to write down observations about the data, analyze the data and finally determine implications for the classroom. Based on data, teachers are to determine instructional next steps and identify best strategies for meeting the needs of their ELL students.
- c) We use the ELL Periodic Assessment to measure student progress in English language proficiency and to predict ELL performance on State English language acquisition tests. The results of the ELL Periodic Assessment provide our teachers with detailed information about our ELL strengths and weaknesses in English language development. The Periodic Assessments serves our teachers as a resource to help plan individual and group instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
To ensure that a child's second language development is considered in instructional decision, we use the NYC teacher evaluation system where administrators establish clear expectations for pedagogy based on the rubric of practice. Administrators engage in frequent cycles of teacher observation and provide timely and specific feedback to teachers. Part of the observation cycle is monitoring teacher responsiveness to English language learners. Support structures are put in place to support teacher growth in ELL pedagogy.
7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We use data from myON, the DRP assessment, and ELL periodic assessments to evaluate student progress in our ESL program throughout the school year to make necessary adjustments. Through data inquiry teams, our staff analyzes data trends in all the New York State exams in regard to English Language Learners. We also evaluate the success of our programs for ELLs based on the accountability reports such as the NYC Progress Report and our State Report Card. Finally, we use the AMAO estimator tool to evaluate our status on AMAO 1 and AMAO 2.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, ELL Identification section.

The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student’s home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. We understand that these 4 steps and placement into the ELL program chosen by the parent must be completed within 10 school days (20 school days for students entering with IEPs).

When a parent enrolls their child in our school, we determine the enrollment status category to which the student belongs. They are placed in one of three categories: (1) Enrolling as a new student to New York City and was never in a New York City or New York State public school, (2) Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years), or (3) Enrolling as a former New York City or New York State public school student.

Our school administers the Home Language Identification Survey (HLIS) to determine the student’s home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language by a licensed pedagogue. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. We use the over-the-phone interpretation services as needed through the DOE’s Translation and Interpretation Unit, so that parents can receive language assistance and have their questions answered in their preferred languages.

A licensed pedagogue, such as Ms. Tiflinsky and Ms. Jeffries completes the HLIS with the parent and ensures timely entry of this information into the designated ATS screens. The completed HLIS form is placed in the student’s cumulative file and remains a part of the student’s permanent record. If the student’s home language is English, the ELL Identification Process terminates at this step. If the student’s home language is not English, the ELL Identification Process continues to Step 2. For students whose home language is not English we administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, continue to step 3. At Step 3, we administer the NYSITELL to all eligible students as soon as possible but no later than 10 days after initial enrollment. We scan the answer documents immediately upon administration and print the RLCB Scan Report from ATS, which indicates the students’ levels of proficiencies. If the student is determined to be an ELL, the information gathered in steps 1 and 2 are used to determine if the student requires further assessments for SIFE. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support our instructional planning in providing English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as outlined identify an ELL and if there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process students who are: Newly identified ELLs, and • In grades 3 to 9, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results.

For the SIFE Identification Process we first administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS).

We understand that we have up to one year to make a final determination of SIFE status. Also, SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency Team (LPT) is used to determine NYSITELL eligibility for students entering school with IEPs. The LPT members include:

A school/district administrator - Theresa Morgan-Turchiano

A certified teacher - Ms. Tiflinsky and/or Ms. Jeffries

The director of special education - Jared Wasserman

The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, will also be present at each meeting of the LPT.

The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following:

The result of Step 1 (see above) , The student's history of language use in the school and home or community, and the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL.

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal accepts or rejects this recommendation. If the principal, Ms. Ahearn, rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student.

If Ms. Ahearn accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent, Ms. Bove or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by our superintendent Ms. Bove or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, then our school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

We ensure that either the entitlement letter or non-entitlement is mailed home in the parent's first language and in English.

Also, children sign for the letters that they take home to their parents. Ms. Tiflinsky and Ms. Jeffries ensure that the letters are returned to them in a timely fashion (within five school days) These letters are stored with these teachers in a secure location. If necessary, the teachers call the homes of the children with the aid of interpreters to make sure that the letters have been received by the parents. All originals are stored in the students' cumulative folders

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Along with either the entitlement letter or non-entitlement letter, parents are notified in writing that they have the right to appeal within 45 school days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. When a student is determined to be an ELL, we exercise parental options. The parent is notified via an "Entitlement Letter" that the child is entitled to one of three ELL programs offered:

- Dual language (DL)
- Transitional bilingual education (TBE)
- Freestanding English as a new language (formerly known as ESL)

This letter is mailed home in the parent's first language and in English. We invite parents to participate in one of our orientation meetings and view a video of various ELL program choices. They are asked to fill out their child's program choice. The ELL teacher or ELL administrator presents the 3 educational programs to the parents of newcomers. The parents complete the Parent Survey and Program Selection Form to choose a program. This form is available in all major languages. We honor the request of the parent, and we place the child in the desired environment. Our school offers the Freestanding English as a new language (formerly known as ESL). With the wide variety of languages spoken by students in our school, all students receive their instruction in English using ENL methodologies for the specific amount of time as determined by the LAP guidelines. If we should receive requests for a bilingual program from the parents of 15 students in two contiguous grades, we would open a bilingual class to accommodate the parents of these children.

The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the child is placed in our ENL freestanding program. Our school documents attempts to gather initial parent selection preference.

If the survey is not returned and after many attempts to contact the parent, the child is placed in our ENL freestanding program. After receiving back the Parent Survey and Program Selection Form, we then send Placement Letters to the respective parents. A copy of the completed Parent Survey & Program Selection Form is held in record at the school and can be provided to the parent upon request.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL team ensures that parents return the completed and signed Parent Survey and Program Selection form within 5 school calendar days. We mail and backpack letters home with students in the parent's first language and in English. As the deadline approaches, our ENL team uses the interpreters to call the home as needed. We contact the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff. Because we know that the parent must return the completed and signed form within 5 school calendar days, if the parent does not return the form within 5 school calendar days, the student will be placed in the ENL. We document and include attempts to gather initial parent selection preference and documentation is maintained by the ENL team files. The ENL team also tallies and monitors parent selection choice. We enter parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at the school. Students who are placed in ENL as a result of the parents' not returning the survey count toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program for 15 or more ELL students who speak the same language in one or two contiguous grades.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We document and include attempts to gather initial parent selection preference and documentation is maintained by the ENL team files. The ENL team also tallies and monitors parent selection choice. We enter parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at the school. Students who are placed in ENL as a result of the parents' not returning the survey count toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program for 15 or more ELL students who speak the same language in one or two contiguous grades.

9. Describe how your school ensures that placement parent notification letters are distributed.

Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language) by way of backpacking the letter home. Students sign off that they received the parent notification letter and the ENL teachers receive tear-offs that the parents understand the placement of the child.

Students will receive one of the following:

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

Dated and signed letters are retained in the student's cumulative folder by the ENL teacher.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All dated and signed letters with regard ELL documentation for each child are retained in the student's cumulative folder and managed by the ENL teacher, guidance counselor and administration.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all English language learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the following year. In order for students to receive a valid score, we administer all sections (speaking, reading, listening, and writing) of the NYSESLAT to students.

To ensure we are administering all parts of the NYSESLAT to all eligible students, administration and the ENL teachers work with the test coordinators to complete the following steps:

Step 1: We identify eligible students and print out the RLER report from ATS to get a list of NYSESLAT-eligible students. We identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure that these students are present during scheduled exam times. Upon receipt of the NYSESLAT materials, we count the number of booklets and answer documents.

Step 2: We administer all subtests of the NYSESLAT during the administration window and track student completion. We understand that staff administering the NYSESLAT are not required to hold a bilingual or ENL license but must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT.

To administer the speaking subtest during the administration window, we do the following:

1. We assign a sufficient number of staff and adjust the school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window.
2. To administer the reading, listening, and writing subtests during the administration window, we do the following:
 - a. We note that there are only 10 school days during which you may administer the non-speaking subtests and plan accordingly.
 - b. We assign a sufficient number of staff and adjust the school schedule as necessary to ensure that we are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests.
 - c. We track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

Step 3: We ensure that all students eligible to take the NYSESLAT have been tested. We follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL services the following school year, and contributes to promotional decisions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). All of the English language learners in our school take the NYSESLAT. The NYSESLAT is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status. We send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. Our school reviews records in order to provide program continuity. For example, if there is a sufficient numbers of sixth-grade ELLs who come from grade five bilingual programs we will create a bilingual program to serve these incoming students. For students who scored proficient on the NYSESLAT, parents receive a NON ENTITLEMENT/TRANSITION LETTER in their preferred language in the fall. This letter states "This spring your child was tested using the New York State English as a Second Language Achievement Test to determine his or her English language proficiency. Your child received a score indicating that he or she is no longer entitled to services for ELLs because he or she is English proficient. Now, your child can transition in to all-English monolingual classes." In the letter, parents are encouraged to contact the school if they have any questions or concerns about this transition.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

We have found that about 98% of our parents opt for Freestanding English as a new language (formerly known as ESL). They appreciate that their youngsters are exposed to a multicultural learning environment where children speak a variety of languages and learn English at the same time from their American peers. Parents seem to appreciate the constant exposure to English, and they

have heard recommendations from our district in support of our program. At this time, the program models offered at our school are aligned with parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Our Freestanding English as a new language (ENL) program provides instruction in English with home language support, emphasizing English language acquisition. Students in our freestanding ENL programs come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are 2 types of ENL:

 - Instruction in the stand-alone ENL program develops English language skills so that students can succeed in core content courses. It is delivered by one of our certified ENL teacher. Our students do not receive stand-alone ENL in lieu of core content area instruction.
 - Instruction in our integrated ENL program builds English language skills through content area instruction. Integrated ENL is delivered by either a dually certified teacher (ENL and a content area) or co-taught by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status receive a minimum number of units of integrated ENL. Beginning September 2015, there are 5 proficiency levels for ELLs based on the NYSITELL and NYSESLAT; the fifth level, proficient/commanding, continues to indicate the student is not an ELL. ELLs are programmed in homogenous groups and placed various classes based on their common level of proficiency to ensure English as New Language (ENL) Units of Study and staffing requirements are met.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELLs receive their required number of units of ENL based on their proficiency level, regardless of their program placement. To ensure compliance, ENL is programmed for all students through STARS. We use STARS Admin Section Properties to identify each course-section whether the course is ESL, which should be counted towards a student's ENL minutes.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

Through the use of the school-wide performance tasks, students are assessed in their native language throughout the year in various content areas such as Science and Social Studies. Classroom teachers informally assess students learning in their native language by way of technological services, such as Google translate. We use the Spanish ALLD to evaluate both our SIFE students as well as the children who are classified as general English Language Learners. Teachers and staff members in our building who are proficient in languages other than English assist our staff in the preparation and grading of the ALLD in other languages. We also employ the use professionals at the translation unit when needed.

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

Teachers build ongoing assessments of the four modalities listening, reading, writing, and speaking into their daily lesson planning. In class, teachers monitor speaking and listening on a weekly basis to provide feedback to student's using a speaking and listening rubric. Reading and writing is monitored in the content areas using informal observations, notebook checks, formative writing assessments in addition to final performance tasks and interviews with the students. Students are evaluated on teacher vetted, common core aligned rubrics. The ELL periodic assessment is also utilized to evaluate student growth. Finally, we use the myON reading assessments to monitor student progress in reading comprehension. These assessments reports illustrate reading level, time each student spends reading, quiz results and benchmark scores. Students themselves can track their reading growth through a trajectory report and educators can compare students to the class and district goals.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

a) Our 21 students with interrupted formal education (SIFE) have six or fewer years of service. We provide these children with rich and rigorous language experiences. We employ buddy-systems, services through Title III, and the benefits of our standalone ENL and integrated ENL instructional programs. Children meet with our guidance counselors and other support staff on a regular basis. Parental involvement is crucial. SIFE's are subjects for our ENL Inquiry Team and teachers use ongoing assessments in all content areas to assess progress of these students. ENL teachers meet with content area teachers on a regular basis to view the work of the children and explore new ways to meet the learning challenges facing the youngsters each day. This data is used to drive instruction in the classroom. Teachers of ELL attend professional development sessions regarding SIFEs regularly. ELLs, who are SIFEs, are grouped according to uniform school data such as state exam data from ELA and NYS Math examinations, the results of the NYSESLAT, and the ongoing classroom data acquired by their subject class and ESL teachers. The data is used to drive their instruction. Our ESL teachers communicate regularly with their colleagues who teach our SIFEs required material from subject content areas. All of our pedagogues work together to design differentiated lessons that adhere to the Common Core Learning Standards. Curriculum maps are provided for all teachers to support instruction. Teaching assistants assist the children when necessary and provide individualized instruction to reinforce what is learned in the regular subject area classroom. Students receive services during the school day, and they are given the opportunity to participate in our Title III after-school program for additional support and enrichment. The following are a few ways we differentiate instruction for SIFE's: use of technology for video and audio support, Starfall, TPR – Total Physical Response, Google Translation (for translation & audio), Vocabulary/Pronunciation Bilingual Glossaries for content areas/subjects, Picture Dictionaries, Starfall/Listening/Speaking /Recording Voices, Multicultural/Bilingual Libraries, Listening Centers, Visual & Modeling, Graphic Organizers, myOn reading program, Wilson Just Words.

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

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

Also, to support our ELLs we use myON. myON is the only literacy program purchased by the school that creates individual dashboards for ELL students based on their specific interests and reading abilities. After an initial Lexile Placement Exam and Interest Inventory, myON generates a recommended book list from which students can choose books at their level that interest them.

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

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

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

e) Former ELLs are monitored and supported continuously. These are students who had been identified as English language learners and subsequently exited from ELL status. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations. Progress of these students is monitored like all students, on a regular basis. Content area teachers use UDL strategies to provide access to on level tasks and support diverse learners.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), Ms. Ahearn (the principal), reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. Ms. Ahearn consults with a qualified staff member in the school, the parent/guardian, and the student. If Ms. Ahearn, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, she will provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If Ms. Ahearn's decision is to reverse the ELL status, she will consult with the Ms. Bove, the superintendent. Final decision notification is sent out in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

Chart 1: What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

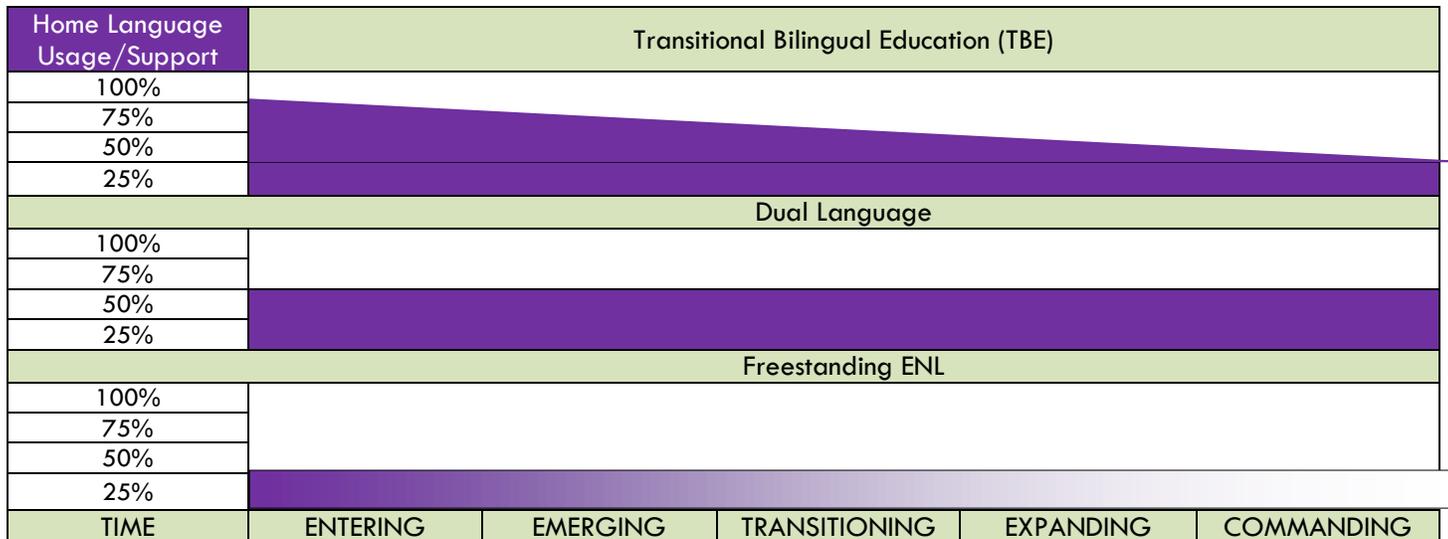


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our targeted intervention programs for the children are all offered in English. Staff members, who act as translators, will make phone calls home and assist teachers and support personnel who need to discuss specific intervention concerns with the parents of our ELLs. We offer academic intervention during the day programs in Language Arts and Math to support our ELL youngsters. In addition, Ms. Tiflinksy and Ms. Jeffries, The ENL teachers provide afterschool assistance to our ELL students. The after-school program is available for continued help and support in academics and socialization skills. Our afterschool program aligns and meets the demands of the ELA Common Core Curriculum. The teacher uses all techniques of ESL instruction such as modeling, hand-on activities, listening centers, read along books, and graphic organizers. The goal of the program is to increase ELL's performance levels on state assessments. In addition, the afterschool program prepares students who will be taking the ELA for the first time with a strong focus on writing. Our Inquiry Team monitors the progress of our youngsters, and teachers meet regularly as teams to discuss how to use current data to drive instruction in their classrooms. Guidance counselors and other support personnel meet regularly with our youngsters to monitor their progress and help them deal with ongoing situations in their personal lives. Teachers give up their personal time to tutor children and advise them during regularly scheduled lunch periods. In addition, through the use of continuously looking at student work in all content areas, our teachers are able to identify the strengths and weaknesses of our ELL population on a regular basis. When teachers collaborate they can identify ELL barriers to learning and determine instructional interventions through the use of UDL principles.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. The teaching practices in the Stand-Alone ENL (our former pull-out) and the integrated ENL (our former pull-out model) programs leverage strategies that promote high levels of thinking, problem solving, and student ownership. The teaching strategies school wide, such as inquiry, collaborative learning, critical thinking, scaffolding, and questioning are systematic and explicit, are based on sequential plans aligned to the CCLS curricula, and consistently provide multiple entry points and instructional interventions and extensions to ensure that all students, including ELLs, SWDs, to have access to curricula. Our program teachers meet frequently in grade level and subject area teams to collaboratively review student work of ELL, analyze formative grade wide assessments, and assess student progress after each performance task for evidence of student growth as well as gaps in learning. Through LASW We have noticed that ELLs have difficulty citing textual evidence, can comprehend the task in the 7th grade and use too much textual evidence in 8th grade.
12. What new programs or improvements will be considered for the upcoming school year? As our school continues to collaborate with MSQI, we are integrating a new program for ELLs in the coming school year. Just Words (JW) is a highly explicit, multisensory decoding and spelling program for students who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The Just Words curriculum provides a sophisticated study of word structure appropriate for students beyond the elementary grades. It provides direct and explicit teaching of "how English works" for both decoding and spelling automaticity. We will target ELLs with gaps in their decoding and spelling who are performing below grade level and who do not require intensive intervention but do require explicit decoding and spelling instruction due to word-level deficits. For this program to work, ELL teachers will work with small groups (up to 15 students). ENL teachers will choose from 2 implementation models. In the five classes per week model teachers will host 45 minutes classes, which will take about 30 weeks to complete all 14 units (2 week per unit, plus 2 weeks for review). In the Three classes per week model, teachers will work 45 minutes per class and it will take about 44 weeks to complete all 14 units (3 weeks per unit, plus 2 weeks for review).
13. What programs/services for ELLs will be discontinued and why? At this time, we are planning to enhance our services and programs for ELLs and not discontinue them.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All ELL students are afforded equal access to school programs. Students in freestanding ESL programs receive all instruction in English with native language support. Educational programs for ELLs embody the conceptual understanding of challenging content and well-developed learning strategies that will prepare ELLs to think critically, solve problems, and communicate in the language(s) of instruction. ELLs are actively engaged in standards-based academic curriculum. All students including ELLs are included in all school activities, after school programs, & Academic Intervention Services. All school programs are described in detail for the parents when letters are sent home from school. Children receive applications for the After-School Programs that include a set of permission slips for classroom videos and student evaluations at the end of the program. Applications are duplicated and translated for the parents. Translators explain the nature of each offering when necessary. This process is in effect for all after-school activities and supplemental services in our building. Our Spanish speaking ELLs, who are deemed proficient in their native language according to the results of Spanish language assessments, are given additional support. We encourage them to take the NYS Spanish Proficiency Exam for High School credit. ELLs who excel in math content skills are encouraged to attend our classes in Regents Mathematics and take the exam in

June. Students who are eligible for NYS testing in ELA or math, or who scored below the grade of mid-Level 2 also receive academic intervention (AIS) during our strategic reading period. All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners. ELLs lead the pack in participation in the myON reading program with the school.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

Also, to support our ELLs we use myON. myON is the only literacy program purchased by the school that creates individual dashboards for ELL students based on their specific interests and reading abilities. After an initial Lexile Placement Exam and Interest Inventory, myON generates a recommended book list from which students can choose books at their level that interest them. For students in the Beginner level, we use Total Physical Response, labeling, songs and chants, drama, role playing, choral reading, shared reading, Brainstorming, language experience stories, buddy/partner reading, and sketch to-stretch activities.

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

In the coming year we will implement Just Words (JW). Just Words is a highly explicit, multisensory decoding and spelling program for students who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The Just Words curriculum provides a sophisticated study of word structure appropriate for students beyond the elementary grades. It provides direct and explicit teaching of “how English works” for both decoding and spelling automaticity

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

The ELL population at I.S.14 is served by grade. ENL is delivered through a stand-alone model or integrated ENL, which allows ESL teachers to work closely with content area teachers. Through STARS, our school ensures that the CR Part 154 Requirements for English as a New Language are followed and we schedule our students according to the breakdown of the total number of minutes for which they are entitled. Our teachers infuses ESL strategies into grade level content instruction so that students can learn content and receive content credit while simultaneously developing English skills. Also, we assist students with Interrupted Formal Education (SIFE) accelerate academic and language development by providing additional instructional time before school (AIS) and after school. The Title III (supplemental Service) for ELL students is available during our afterschool program. This program is taught using research based strategies, with a focus on speaking, reading, writing, and mathematics. Students also learn through enrichment activities, including Computer-Based Language and Total Physical Response activities. Instruction is in English and test preparation is provided.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Each May, we conduct orientation sessions for parents of incoming ELL sixth graders where we explain our programs, and we talk about extra-curricular activities for our youngsters. We offer translations in major languages so that the parents can understand the nature of our meeting. ELL students and their parents have the opportunity to view the school building and classrooms, talk with subject teachers, and ask questions. The prospective sixth grade ELLs can also tour the building and view the work of the other children in the school. Prior to the opening of school in September, newly enrolled students meet the ESL teachers, Ms. Tiflinsky and Ms. Jeffries, content teachers and some of the youngsters from our current ESL Programs who may be able to converse with them in their native languages. Parents fill out necessary forms to clarify the prior education of their children. This aids us when we place the students for instruction. The Parent Coordinator and our bilingual staff are also available to facilitate an easy start to the new school year.

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

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All ELL Personnel and staff at the school are required to participate in Professional Development sessions. Administrators, lead ELL teachers and coaches will review and turn-key best practices based on the latest research to support learning for the ELL population. Teaching assistants, teachers, and other staff will attend workshops during Chancellor's Professional Development days that will focus on meeting the needs of the ELL population. Teachers receive professional development provided by school leaders and outside support teams regularly throughout the school year. At the school site, teachers will continue their learning of the elements of the Universal Design for Learning and how to provide ELL access the demands of the Common Core Learning Standards. Staff meetings and common preparation periods will often devote time to discussions about teaching strategies that work to support ELLs. Mainstream teachers of ELA, Science, Math, Social Studies, meet with the ESL teachers to review strategies and data that will drive instruction and enhance learning for our ELLs. Teachers have access to and review ELL data through our school Intranet I Space.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
As stated, all teachers of ELL students are required to participate in Professional Development sessions. Teachers are encouraged to attend DOE and District opportunities available for Educators of ELLs. As we engage in the rigor of the Common Core learning standards, our school has employed the knowledge of our own NYC Common Core Fellows to run meeting on the unpacking of the standards as well as how to implement these standards into the classroom. Our professional development meetings are ongoing and look like professional learning communities where teacher collaborate and turn-key new ideas as they engage in the Common Core Learning Standards in various content areas. ELL teachers are a part of these meetings and share best practices to break down barriers for the ELL students as they work with the Common Core Learning Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We provide support to our staff to assist ELLs as they transition from elementary to middle school. At the end of the school year, in May, teachers of students in Grade 6 meet with coaches and support personnel to plan our activities for our incoming sixth graders. Teachers are encouraged to participate in our Summer Orientation Program for all incoming students, including ELLs. Students can learn about the school and its programs, and they can begin to develop new relationships.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
ESL teachers collaborate with the professional development committee to set up professional learning time concerning ENL. All records and agendas are held in the school's Professional Development binder in a central location. All professional learning for all staff, include but are not limited to the following topics:
 - The Language Allocation Policy plan is an essential document for our school, and it describes our plans for the success of our English Language Learners.
 - Who are our SIFEs, and what can we do to ensure their success in our building?
 - What measures do we have in place to assure that our curriculum in all content areas give all individuals' equal opportunities to learn?
 - How can we analyze ELL data effectively to drive instruction?
 - What can we do to better understand native language patterns in order to differentiate instruction in Standard English grammar?
 - Cultural Competence & What is Scaffolding?
 - How can we distinguish Language Acquisition from Learning Disabilities
 - How can we supporting ELLs' Achievement through Disciplinary Literacy and Academic Language for ELLs?
 - What is Text Complexity?

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL team utilizes the school's parent afternoon time to hold annual individual parent meetings. The school sets aside parent meeting time once a week. During this time, ELL parents are scheduled so there is adequate time to review data and go over individual parent concerns and questions. During these meetings parent are provided data that shows their child's progress toward English Language proficiency. Content area teacher also attend this meeting to provide parents with information on how their child is progressing. In-school staff members are available at this time to assist with interpretations. If needed, we utilize the DOE's Translation and Interpretation Unit if a school staff member is not available.

#2 (below)

Records of these meetings and all parent outreach are kept in each student's class portfolio. Also, we understand that The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In addition to PA meetings, parents will be invited to attend several school functions. Our Parents' Association meets each month to address the needs of our children and the needs of our school. All parents, including the parents of our Ells, are invited to attend these meetings. Invitations are translated into the native languages of the children, and they are sent home with the original English letters. In addition to parent teacher conferences and annual individual meetings, our parents are invited to our school at the discretion of both the teachers and the parents to visit their child's classroom and observe his/her performance in class. We encourage our parents to be a part of our school environment and work with us as a team to support the academic and social success of their children. Parents are invited to accompany their children on classroom excursions, take part in our festivals and school events, and support us throughout the school year. We have an "Open Door Policy" for all of our parents, including the parents of our Ells. Through Title III, we offer programs to support our parents after school and in the evenings. Ms. Tiflinsky and Ms. Jeffries conduct workshops to address topics requested by parental survey.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At this time we do not partner with Community Based Organizations but provide our own parent workshops
5. How do you evaluate the needs of the parents?

In order to evaluate the needs of parents we use:

- Parent survey data
- Feedback from the Parent Coordinator
- Parent association minutes
- One –on –one conversations

6. How do your parental involvement activities address the needs of the parents?
Parents are interested in learning about the academic requirements of their children. For example, the parents of the long-term ELLs seek guidance on what measures should be taken at home to assist in the educational development of their child. In addition, the parents of our newcomers are interested in learning about the promotional requirements and testing policies of DOE schools. In addition, we plan to have parent information and parental development opportunities based on the NY State Exams, the demands of the Common Core Learning Standards, as well as requirements for High School entrance.
To meet the socialization needs of our ELL population, we have an annual cultural fair run by the ENL team and facilitated by our own ELL students. At this fair, parents and teachers are treated to traditional food from the various cultures as well as special dances and musical performances.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Teri Ahearn	Principal		1/1/01
Theresa Morgan-Turchiano	Assistant Principal		1/1/01
Tina Maffeo	Parent Coordinator		1/1/01
Ella Tiflinsky	ENL/Bilingual Teacher		1/1/01
Sara Giglio	Parent		1/1/01
Marilyn Jeffries / ESL	Teacher/Subject Area		1/1/01
Karen Marcus/ELA	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kassandra Lee-Loomis	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22014** School Name: **Shell Bank**
Superintendent: **Julia Bove**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We collect data from the Part III Parent Information section of the Home Language Identification Survey (HLIS). The parent's preferred written and oral language is entered into ATS upon admittance. This information is supported by yearly collection of Emergency Contact Cards. Each school year parents and guardians fill out blue emergency contact cards which ask the preferred written and oral language of communication of parents. We use the ATS report – RAPL to provide our staff with each parents' preferred language of communication. This data assists the school in determining the number of translated copies of parents documents needed in respective languages.

On the HLIS ELL parents check the language to which they would prefer to communicate. When parents are invited to school for orientations and meetings with the teachers of their children, we assess their ability to communicate in English. If we determine that the parent needs support in his/her primary language, we depend upon the assistance of our staff members who are able to converse with the parent in his/her primary language. If we do not have a staff member available to communicate with the parent, we contact the Translation Unit for support and assistance.

We translate school letters over the Internet through the Translation Unit, and we distribute the English and the translated versions of the documents to the children. We encourage all of our students to bring home all notices in a timely fashion. The Parent Coordinator assists with the distribution of translated parent letters and emails parents as well.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The most recent data in the Adult Preferred Language Report (RAPL) stated the following languages are preferred by parents in written and oral communication:

ALBANIAN
ARABIC
BENGALI (BANGLA I
CHINESE/ANY
ENGLISH
HAITIAN CREOLE
KHMER (AKA CAMBOG
MANDARIN
RUSSIAN
SPANISH
TWI
UKRAINIAN
URDU
UZBEK
VIETNAMESE

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We distribute the following translated letters to the parents of English language learners throughout the school year: Parent Brochure, Parent Survey & Program Selection Form, Parent Notifications, Entitlement Letter, Parent's bill of rights, Continued Entitlement Letter, Non Entitlement Letter, Non Entitlement/Transition Letter, Title III Letter, School events, Parent meetings, monthly newsletter & calendar, state testing dates and information

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

All ELL parents are invited up at the start of the school year for annual individual meetings. We individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. All parent meetings include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas

in English. These meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Teachers record attendance in student portfolios.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the start of the school year teachers and staff receive a brochure about the Translation & Interpretation Unit entitled: "Assistance for teachers and administrators on NYC DOE language services." This document covers how to get documents translated, how to get over-the-phone

interpretaion services and where to find additional resources. Teachers are reminded of this service throughout the year via email from administration.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We find translated versions of this document, in the covered languages, at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>. We post a sign at the primary entrance in each of the covered languages indicating the availability of interpretation services. The language identification guide is available for parents at the school safety desk and in the main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Using a translated parent survey conducted by the parent coordinator, we will survey parents on the quality and availability of our translation service.